health workers and primary school children. Some UN agencies and NGOs buy copies in bulk for use in their programmes.

Project funds were also spent on the production of audio-visual materials for the carpet and silk making programmes and for the training of script writers and evaluators engaged to work in the production of the soap opera. They also contributed to the provision of materials for Village Basic Education Centres.

Although the project has had considerable success and has produced some good examples of the kind of readers needed to bring basic education to all, financial constraints have delayed the publication of other texts. A handbook on earth construction, a reader on conflict resolution and the book Murad and Parwan Make Natural Dyes are among some of the items awaiting publication and for which funds are not available.

209/AFG/15: Overall Education Support and Administrative Costs

Budget allotment: US$145,000.

As the project title indicates these funds were used for overall support and administrative costs and some were used for the payment of the services of Mr Abu Ali, the basic education adviser in Kabul.

209/AFG/20: Basic Education Services for South-East Afghanistan

Budget allotment: US$1,000,000.

The project was formulated in April/May 1990 by Mr A. Tonellotto, the architect seconded from the Educational Facilities Service of the UNESCO Principal Office for Asia and the Pacific in Bangkok, and submitted to UNOCA for consideration. Approval was given in June of the same year. It was designed to assist in the establishment of Village Basic Education Centres, administered and supervised by rural communities in accordance with their learning priorities and needs. The south-east of Afghanistan was chosen as the area for implementation, since it was easily accessible from the town of Quetta in Pakistan, the base from which the project would be conducted. Quetta was selected in preference to Peshawar in the North-West Frontier Province, where there was already a high concentration of UN agencies and NGO organizations. It was also foreseen that other activities would be undertaken in Kabul and other towns under government control, where many schools had been either destroyed or damaged.

Aims of the Project

There were two main components of the project. One was to provide educational facilities by means of local construction and repair services; to procure tents as shelters for learning and other community purposes; and to design and make appropriate fittings and furniture. The other was to develop basic education services for all, by animating communities to assume responsibility for the establishment of a variety of educational opportunities, including day care centres, skills training programmes, literacy and numeracy instruction, primary schooling, etc., and to provide the training and the materials needed for the execution of the project. It was also hoped that the project would serve as a model for replication elsewhere.

Personnel

The project office was opened in Quetta in September, 1990 and two international experts were recruited to work there: Mr A. Tonellotto, the Educational Buildings Architect, and Mr R. Fuderich, the Basic Education Adviser, both of whom had had experience of working in the area as consultants for UNESCO. Mr Tonellotto, who was nominated Team Leader, began his assignment in September, 1990 and Mr Fuderich in October, 1990. They were joined by two more architects, Mr C.Uhl, an Associate Expert and Mr Tin Tun Myint, a UN Volunteer. Two more UNVs, Mr U.K.Kharmacharya and Mr R.C.Devkota, specialists in Basic Education, subsequently joined the team. The services of six expatriate staff, therefore, were

provided for the project and their responsibilities were equally divided between the two main areas of activity. An average of thirteen locally recruited staff were employed to work in the Quetta office and they included translators into the Dari and Pashto languages, illustrators, drivers and watchmen, as well as administrative personnel. The majority were Pakistanis though some were Afghan nationals.

Equipment

Considerable amounts of equipment were purchased for use in the project, including six vehicles intended mainly for travel within Afghanistan. Two of these were stolen in Quetta and were probably taken to Afghanistan. They were never recovered. Other equipment included computers, cameras and machines for printing and photo-copying purposes. On the termination of the project this equipment was transferred either to the UNESCO office in Islamabad or to UNOCHA.

Provision of Educational Facilities

The construction of five Village Basic Education Centres was financed by an earlier project (**209/AFG/14**). Their design and construction was entrusted to Afghan NGOs, in consultation with the project architects, whose travel within Afghanistan became severely restricted because of the conditions which prevailed there for the duration of the project .

Nineteen tents provided accommodation for primary schools and other community activities in the provinces of Ghazni, Kandahar, Paktika and Wardak. It was estimated that the total enrolment of primary pupils in these schools and Village Basic Education centres was 2,751 of whom 2,439 were boys and 312 were girls. Nineteen tent frames, 950 squatting desks and 21 room dividers, designed by the project architects, were delivered to all these institutions, along with reading materials and kits of essential supplies for teaching and learning, procured from the UNICEF warehouse in Copenhagen under project **209/AFG/12.** The tent schools were located as follows:-

Ghazni: Gawmurdah, Joshan, Maradena, Sangemasha, Busaid and Hut Qul. Total: 6 schools.

Kandahar: Kih Bari and Monammadzo (Maruf District); Abu Zai and Kalzi (Shoriwak District) and Spin Boldak. Total: 5 schools.

Paktika: Sarawaza Kalzi, Yousuf Khel, Yahya Khel and Sharana. Total: 4 schools

Wardak: Hashim Khel, Top, Takya and Otari. Total: 4 schools.

Total: 19 schools.

The Ministry of Education requested financial assistance for the repair of three primary schools in Kabul and three more in the cities of Herat and Mazar-i-Sharif. US$23,000 was provided from UNOCA funds for this purpose and the UNESCO Basic Education Adviser in Kabul, Mr Abu Ali, helped to co-ordinate the implementation of this part of the programme.

Training of Construction Workers and Basic Education Instructors

Training courses were provided by project staff both in construction and repair techniques and in the principles and practice of basic education. 130 unskilled construction workers were trained over a period of 8 weeks in 1991 and were then sent out to villages to assist in the building of educational facilities. 261 building workers were trained by the NGOs engaged in the building of Village Basic Education Centres in the provinces of Ghazni, Kandahar, Paktika and Wardak. Twenty-five more masons were given on-the-job training while building two primary schools in the Arghestan district of Kandahar Province in October, November and December of 1991. A total of 416 workers were employed in schools construction.

Five master basic education trainees from Ghazni province, who were employed by The Khorasan Assistance Group, an Afghan NGO, received training in Quetta for a period of three weeks in 1991 in the fields of literacy and numeracy teaching and adult education. These master trainers then returned to Ghazni and themselves trained 40 more instructors who, in turn, were expected to train 10 literacy teachers each. In this way a snowball effect was created and a total of 440 animators were trained for work in the four provinces where basic education programmes were being established. Another six-weeks course was provided for 15 basic education specialists, who then went to Afghanistan to assist in the development of educational services in tent schools. These specialists later returned to Quetta for debriefing and to evaluate the work they had done, before going back to Afghanistan.

Salam Mobile Units (SMUs)

These were special teams organized by UNOCA for travel within Afghanistan for the purpose of assisting in the implementation of the rehabilitation programme. They were made up of representatives of various UN agencies and NGO organizations, and usually concentrated on specific activities related to the sectors of agriculture, health, road construction, etc. Although UNESCO project staff participated in 13 missions within Afghanistan, none was to places where Village Basic Education centres were being, or had been, built; though some were to locations where tent schools had been established or where educational assistance could be effectively utilized. The missions in which project staff took part were as follows:

1-7 March 1990: A. Tonellotto - Kandahar Province.

4-24 June 1990: Tin Tun Myint - Arghestan District, Maruf, Kandahar Province.

22-30 July 1990: A.Tonellotto, R.Fuderich, C.Uhl and Tin Tun Myint - Arghestan, Maruf District.
Arghandab, Punjwai District
Maiwand, Dand District
Kandahar Province.

11-17 August 1990: R. Fuderich - Arghestan and Arghandab, Kandahar Province.

18-20 September 1990: A. Tonellotto - Kabul.

26 September -2 October 1990: Tin Tun Myint - Arghestan District, Kandahar Province.

26 March - 10 April 1991: R. Fuderich - Kabul and Mazar--Sharif.

2-9 December 1991: R. Fuderich - Arghestan, Maruf District
Kandahar Province.
Attaghar District,
Zabul Province.

29 January - 5 February 1992: R. Fuderich - Lashkagar District, Helmand Province.

March-April 1992: R. Fuderich - Maruf District, Kandahar Province.

August 1992: R.C. Devkota - Kandahar.

October-November 1992: R. Fuderich - Kandahar and Lashkagar District, Helmand Province.

November 1992: R. Fuderich, Tin Tun Myint and R.C. Devkota - Lashkagar District, Helmand Province.

Production and Distribution of Reading Materials

Simple reading materials, suitable for use with new literates were written and printed on topics related to the construction and repair of buildings, skills training, basic education and literacy. Most of the texts were submitted by NGOs and approved and printed by project staff. A few were written by members of the UNESCO staff. The following were printed and circulated:

Basic Education:

Six quarterly issues of a Basic Education Newsletter. 1,000 copies each in Dari and Pashto. Published in March, June, September and December: 1991 and March and July 1992.
My First Book (supplied with pupils' kits). 3,000 copies each in Dari and Pashto.
Basic Education for All (written by The Khorasan Assistance Group, an Afghan NGO). 500 copies in Dari.
Drafts were prepared for manuals on mathematics teaching, day care centres and community learning centres but were not printed.

Total: 8 publications.

Construction and Skills Training:

Earth Construction (written by Eng. Abdul Halim Zia for HABITAT). Not printed.
Masonry (written by Catholic Relief Services). 200 copies each in Dari and Pashto.
Carpentry (written by Catholic Relief Services). 200 copies each in Dari and Pashto.
Metal Work (written by Catholic Relief Services). 200 copies each in Dari and Pashto.
Diesel Repair (written by Catholic Relief Services). 1000 copies each in Dari and Pashto.
Radio Repair (written by Catholic Relief Services). 200 copies each in Dari and Pashto.
Motor Cycle Repair (written by Catholic Relief Services). 1000 copies each in Dari and Pashto.
Welding (written by Catholic Relief Services). 200 copies each in Dari and Pashto.
Tailoring and Soap Making (written by Catholic Relief Services). 200 copies each in Dari and Pashto.
Latrines for Good Living (written by UNESCO staff). 1000 each in Dari and Pashto.
Manual for the Use of Temporary Tent Schools. UNESCO. 100 copies in English.
Educational Furniture for VBECs and Temporary Tent Schools in Afghanistan. UNESCO. 100 copies in English.

Total: 11 publications.

Total number of readers published: 19.

The UNESCO/WHO/UNICEF text 'Facts for Life' was translated into Dari and Pashto under project **209/AFG/14**, with the assistance of Mr B. Cahill, the head of The UNESCO Regional Office for Book Development in Asia and the Pacific, in Islamabad. 3,000 copies were published in each language - Dari and Pashto - and distributed by the project for use in schools in the south-east of Afghanistan. This text was widely used by both UN agencies and NGOs.

The project office also set up a reference library, which contained books, reports, documents and materials on basic education and schools construction. Among the documents were files containing many project proposals formulated in accordance with the strategy developed. Many of these projects would still be relevant should the necessary funds become available. When the project came to an end in June 1993 the library was transferred to the UNESCO Regional Office in Islamabad.

Distance Learning: Radio Soap Opera - New Home New Life

UNESCO played a major role in the development of educational broadcasting in Afghanistan in the early 1970s in close association with Radio Afghanistan and the Ministry of Education

in Kabul. It was, therefore, decided that in view of the widespread destruction of schools, the shortage of teachers, the lack of textbooks and the urgent need to provide education for all and not just children, UNESCO, in collaboration with the BBC, would consider the possibility of using distance learning techniques as a cost-effective means of providing learning opportunities for as many of Afghanistan's population of 16 million as possible. This would also help to provide access to learning opportunities for particular groups such as the disabled, minority groups and nomads. It was also necessary to consider the learning needs of women and girls since they had fewer opportunities for obtaining formal education than males. There was already a radio network in place in Afghanistan which ensured an almost 100 per cent coverage of the country and which facilitated the use of such an approach and research had shown that approximately 82 per cent of the male and 42 per cent of the female population listened regularly to the BBC Pashto service. There was opposition to the proposal from those who considered that a lack of radios, batteries and electricity would prevent the project from being implemented successfully. Despite such reservations, UNESCO recruited Mr Gordon Adam who, at that time, was a staff member of the BBC's Pashto Service, which had already developed health, mine awareness and other education programmes in Pashto and Farsi under the general title of 'Village Voice', to make a feasibility study and to make recommendations for implementation. This was done in 1991 and his report proposed the use of the 'soap opera' approach, combining the sending of educational messages with entertainment in the form of a family drama. The BBC also employed a consultant, Mr Bruce Wannell, to carry out a 10-week mission inside Afghanistan to identify themes to be dealt with in the series, such as health care, drug abuse, mine awareness, conflict resolution, land disputes, farming advice, veterinary care, etc. In addition to UNESCO agencies such as UNIFEM, UNICEF, UNCDP, the BBC and the ICRC expressed a willingness to support the project and to provide financial assistance. Radio Pakistan generously offered the use of its facilities in Peshawar for the training of staff and for the production of programmes. One international adviser would be recruited by the BBC and training would be given to Afghan actors, script writers, producers, administrators and evaluators to implement the programmes, which would have to be in the two main languages of the country - Dari and Pashto. The estimated cost for the first year, was US$425,000, of which the BBC's contribution was US$94,000 and that of the UN and other agencies US$331,000. UNESCO's contribution was estimated at US$25,000.

It was some time after the submission of the report that work on the project began in September 1993, with preparatory training followed by the production of programmes in the two languages under the supervision of the international adviser, Mr John Butt. The series entitled 'New Home, New Life', tells of the daily lives of families in neighbouring villages, made up of returned refugees and those who had remained behind. Three episodes of fifteen minutes each were prepared on a weekly basis in both languages, to be broadcast at times when people would be most likely to listen to them. Musical introductions were composed by a well-known Afghan song writer. Provision was also made for repeats of the broadcasts to be transmitted. When a sufficient stock of programmes had been recorded and after sample tests had been carried out of their suitability, the first broadcasts were sent out in April 1994. The care that had been taken in producing them ensured that they were an immediate success with the listeners. To date more than 400 episodes have been produced.

An evaluation team was established as a part of the permanent project staff, which carried out regular visits to towns and villages inside Afghanistan, in order to be certain that the educational messages contained in the story lines were relevant and met real learning needs and priorities. A consultative committee was also set up to review the content of the dramas regularly and to make recommendations regarding suitable topics for treatment. This committee was made up of Afghans and representatives of UNICEF, WHO, FAO, UNOCHA and NGOs such as Radda Barnen, Medecins Sans Frontieres and Norwegian Church Aid, though regrettably no-one from UNESCO took part in these meetings. In Afghanistan there is a chronic shortage of all types of publications, textbooks, supplementary readers for new literates, newspapers, magazines and journals and it soon became apparent that project support reading materials were needed to reinforce the messages sent out in the radio drama. UNESCO, concerned at the lack of simple reading materials for new literates, proposed that a monthly magazine be published in comic strip form, with illustrations in colour, which recounted the events which took place in the soap opera and provided

US$120,000 for this purpose. An additional US$30,000 was given from the Naseem Habif Trust Fund for the same publication. A special unit, with responsibility for the magazine, was then created within the project (see project **209/AFG/21**). It has a staff of five, which includes an editor, two writers (one for each language), an illustrator and a calligrapher. The language used is simple and easily understood by new literates. Letters from listeners are also published. The first issue of the magazine, which was also given the title 'New Home, New Life', appeared in July 1994 and was published in two issues, one in Dari and the other in Pashto, with an accompanying text in English. The calligrapher was employed to prepare attractive quotations for inclusion in the text. Initially the magazine was distributed free, but as demand for it grew it was put on sale and readers were invited to subscribe to it. It is now well on the way to becoming financially self-supporting. It was also clear that the magazine could play an important part in the promotion of literacy and numeracy and a special section 'When There is No School' was added which provides information and guidance on the teaching of literacy and appears regularly in the publication. UNICEF and ICRC made requests for the publication of special issues for use in literacy and health education programmes and agencies assisted in their distribution. NGOs have made increasing demands for copies of the magazine for use in literacy and numeracy classes. The magazine was also used with weavers and dyers who received skills training in Herat (see **209/AFG/76**).

In view of the importance given to evaluation, Mr Gordon Adam carried out two missions to review progress in October 1994 and April 1995. The second mission was carried out with Ms M. Sauliere, the project officer from UNESCO Headquarters. Six months after the start of the project 140 Afghan producers, script writers, actors and administrators had been recruited and trained and he found that an estimated 85 to 90 per cent of the Afghan population now listened to the programmes regularly and that the educational messages had made an impact on them. An example of this was at the time when a mass immunization programme for young children was launched and failed to produce the desired response. However, when the topic was treated in the soap opera, the demand was such that the available medical supplies were insufficient to meet it. Moreover the fears that the lack of radios and batteries would prevent the people from listening to the programmes proved to be unfounded. In any case this obstacle, too, was in the process of being overcome. A wind-up radio, known as the Freeplay, is now on the market which requires neither electricity nor batteries. Sixty turns of the handle provide forty minutes of listening. Invented by Mr Trevor Baylis, it is made in South Africa and promoted by the BBC, and the first 200 radios were used in Afghanistan when they were introduced by an NGO known as War Child.

Although the soap opera approach has been in use for many years and there is a growing body of literature on it, its potential for the transmission of educational messages in the conditions which prevail in Afghanistan is only now being fully realized. UNESCO, ODA and The European Union, therefore, sponsored a conference in Birmingham, England, in May 1996 on Creative Radio for Development to promote this approach. The organization of the meeting was undertaken by the NGO Health Unlimited (Cranfield Disaster Preparedness). The sum of US$20,000 was contributed by UNESCO from its Regular Programme budget and both Mr John Butt from the project and Ms M. Sauliere from UNESCO Headquarters, attended the meeting. Immediately afterwards a further workshop was held in London on 24 and 25 May, entitled 'Finding Common Ground', to consider specifically how peace-keeping themes could be incorporated into 'New Home, New Life' and similar programmes. Mr. Andrew Skuse of the Department of Anthropology at University College, London, also participated in the workshop and he plans to continue to carry out anthropological research in Afghanistan in the coming year, some of which will consider the impact of the soap opera on Afghan life. Shell International also collaborated in the holding of the workshop. UNESCO contributed US$5,460 (under project **209/AFG/21**) towards its cost. A representative from UNESCO's Culture of Peace Programme was also present at this meeting. Mr John Butt was also invited by UNESCO to attend the meeting held in Amman, Jordan, in June 1996 when the progress made in providing Basic Education for All was reviewed. Mr Butt's Afghan counterpart, who was trained by the BBC in the management of distance learning programmes, has been invited by UNESCO to visit the Grameen Bank in Bangladesh, to consider the possibilities for reinforcing the bank's micro-credit programme by using the soap opera as a means of transmitting the appropriate educational messages.

The project has undoubtedly had a major impact on the Afghan population and is listened to by young and old. It has shown how innovative approaches can be used to provide education for all, even in the most unfavourable circumstances, and by cost-effective means. It has helped to change attitudes, encourage self-reliance and restore confidence to deprived communities. It was carefully planned in collaboration with both international and non-governmental agencies and progress was systematically and regularly monitored. The impact has extended far beyond Afghanistan and there is evidence that other countries now wish to adopt the approach. It is, therefore, unfortunate that efforts to obtain funds for such a project from agencies such as UNDP and other donors rarely meet with success.

209/AFG/21: Production and Provision of Instructional Materials for Basic Education

Budget allotment: US$116,000.

The funds from this project were used to assist in the publication of the monthly cartoon magazine 'New Home, New Life', which reinforces the educational messages sent out by the radio soap opera by providing financial support for the editorial team and the cost of printing. The project also helped to pay for the services of the consultant, Mr Gordon Adam.

Other Projects

A number of other projects have been implemented from 1994 to 1996 by staff of the UNESCO Office in Islamabad in collaboration with NGOs working in Afghanistan.

The main activities covered were:

Training in the development of materials for the teaching of literacy (in collaboration with SOS/PG, Belgium). Books were written on health, income earning and cultural topics.

Training in the management of primary schools under stress (in collaboration with GTZ/BEFARE).

The preparation of theoretical guidelines for the reconstruction of education and for the development of approaches to be used in multi-grade teaching in formal schools in Afghanistan.

The models for these activities appear to have been provided by programmes carried out in Sri Lanka during the 1980s and early 1990s (see items listed in the bibliography under S.B.Ekanayake). It would be of interest to evaluate the extent to which they have proved relevant and appropriate for Afghanistan. There was a tendency to give greater importance in these activities to formal school learning rather than to education for all. Training appears to have been carried out independently of teacher training institutions although a number of these have remained operational. There are said to be five Pedagogical Institutes and thirteen Teacher Training Colleges in the country. It should also be borne in mind that one director of a teacher training institution expressed the view that there was no need for outside help in training programmes since he considered they were capable of doing this themselves (see: page 4 of Report on Consultancy Mission on Teacher Training Needs and Follow-up of Skills Training/Basic Education Workshop in Herat, by J.Williams, 1995). Help was, however, needed for the purchase of equipment and books. It is desirable that all training programmes be conducted in full co-operation with the Afghan authorities in a particular area. This is particularly the case today in places where the Taliban exercise control and where outside interference may be resented.

Culture

209/AFG/71: The Herat Exhibition

Budget Allotment: US$95,000.

This project was intended to create an awareness of Afghanistan's rich cultural heritage by holding an exhibition on one of its most famous sites - the city of Herat. It was also hoped that it would assist in the raising of funds from potential donors for the rehabilitation of the country. It was formulated as the result of private initiative and was funded by UNOCA separately from the other projects in the programme. It, therefore, differed from them in that it was not designed to be implemented within the country. Although UNESCO was unable to give official patronage to the exhibition, it was agreed that since it was scheduled to be held in Paris, it would administer the funds provided, supervise consultancy services and liaise with the French authorities in the holding of the exhibition.

The Afghan Ministry of Culture was not consulted about the holding of the exhibition and when it learnt of the proposal declared its opposition to it, since it considered it was not in line with the government's own rehabilitation priorities. It expressed this opposition to UNESCO. UNESCO's Division of Cultural Heritage also had reservations regarding the project and the procedures for the recruitment of a consultant and the responsibility for its implementation was then transferred to what was then the Bureau for the Co-ordination of Operational Activities (now BER).

Although no agreements were signed it was understood that the exhibition would be mounted jointly by UNESCO and the Musée de l'Homme in Paris, which is a dependency of the Musée d'Histoire Naturelle. In addition to the funds provided by UNOCA it was reported that the French Ministry of Culture would provide FF.1,000,000, the French Ministry of Education FF.200,000 and the French Ministry of Research FF.200,000 towards its cost. The exhibition was tentatively scheduled to be held in Paris from December 1991 to February 1992 at the Musée de l'Homme and negotiations were under way with the Assessorato alla Cultura of the city of Venice to hold it there in the Doge's palace from April to June 1992.

A part-time consultant, Mr Michael Barry, who had played a leading part in initiating and promoting the project, was recruited for a period of six months to assist in the preparation of the exhibition and to liaise with the French authorities and with other possible sponsors, such as the Calouste Gulbenkian Foundation and the Karim Agha Khan Foundation. He was also entrusted with the task of negotiating with museums and curators for the procurement of appropriate items for display and for the preparation of coloured brochures with texts in English and French. Although the consultant carried out a great number of visits (including those to the United States, Lisbon and Geneva), few concrete results were achieved. A glossy coloured brochure in English and French was, however, printed. Inadequate planning and a lack of knowledge of the procedures for mounting a joint exhibition undoubtedly contributed to this failure. It is sad to record that despite the efforts made the exhibition has never been held. The budget allotment was fully disbursed and was used mainly for the consultant's missions and services.

209/AFG/72: Assistance to the Kabul Museum

Budget allotment: US$40,000.

Widespread concern was expressed by agencies, NGOs, embassies and the media with regard to the security of the priceless items housed in the National Museum in Kabul and many appeals were made to UNESCO to do everything possible to safeguard them. A UNESCO consultant, Professor A. Bruno, was sent to Kabul in March 1989 to discuss with the national authorities the measures that needed to be taken to protect the contents of the museum from damage and to prevent theft. As a result most of the items on display were packed into crates for storage in the basement of the museum and others were sent elsewhere for safe-keeping. The UNESCO consultant in Basic Education in Islamabad visited Kabul in July 1989 and observed that efforts had been made to protect the museum

by the use of sandbags and almost all the contents of the museum had been packed into crates and removed from the rooms and stored in the basement. Particular concern was expressed regarding the large collection of golden objects which had been excavated at the Tillya-Tepe necropolis and often referred to as the Bactrian Hoard. Assurances were given by the government that all the articles had been removed to the presidential palace for security reasons. In order to provide reassurance on the matter a promise was made to provide a display of the items in the palace to which members of the diplomatic corps would be invited. This promise was eventually kept some time later and the UNESCO basic education adviser in Kabul, Mr Abu Ali, was present on that occasion. In January 1990 the consultant who had visited the museum nine months earlier returned to Kabul to assist in the preparation of more detailed plans for the protection of the museum. A proposal for the construction of an underground shelter for the National Museum was prepared along with a project document. But the US$80,000 needed for the work were never procured. The funds for these visits were provided by UNESCO under its Regular Programme budget. However in September 1990 when the Director of UNESCO's Bureau for the Co-ordination of Operational Activities visited Kabul, he expressed concern that in view of the proximity of the museum to Ministry of Defence, it was extremely vulnerable to rocket attacks. He suggested that consideration should be given either to moving the museum to a safer site or to providing more solid shelter for the items stored.

In November 1990 UNESCO sent two consultants, Mr A.S.Bisht and Mr H.K.Naithani, from the Indian National Museum in New Delhi, to Kabul to consider the steps that needed to be taken to preserve the valuable collection of ivory and metal objects whose condition had badly deteriorated through neglect. They prepared a comprehensive report in two volumes on the conservation needs and they included a list of laboratory equipment required for restoration work and a detailed inventory of all the ivory and metal objects in the museum, along with an assessment of their condition and of the conservation work required. They proposed a training course for the museum staff in the necessary techniques. It is sad to record that, despite the efforts made, all these precious items have been looted since 1992 and their whereabouts are unknown, although it was rumoured that they were taken to Pakistan.

Subsequent attempts were made to improve the security of the museum but these were obstructed by the fact that the museum was located in a part of the city not always under the direct control of the government and which was also subject to frequent rocket attacks. UNESCO reimbursed US$20,000 of the budget allocation to UNOCA for urgent reinforcement of the Kabul museum, a task which was entrusted to Mr Jolyon Leslie, an architect employed by the HABITAT agency.

Mr Pierre Cambon, the specialist in charge of the Afghan collection in the Musée Guimet in Paris, carried out a consultancy mission to Kabul in April 1995, in order to update the museum inventory and to assess the damage that had been caused by rocket attacks. A second mission in August 1995 when the same consultant was accompanied by Mr Tarzi, the former Afghan Director of Antiquities, was aborted when the city came under heavy attack from the Taliban forces.

It has been reported that between June and the end of September, 1996, when the Taliban forces took Kabul, many items were removed from the museum and taken to the Kabul Hotel in front of the presidential palace for safe-keeping and where it was thought that security would be greater. An inventory was made of all the items that were transferred. Since the Project Officer at UNESCO Headquarters was not kept informed of this decision and the report on the transfer was not sent to him, no further information on what was done and by whom can be provided at this stage. An independent witness has also stated that the Kabul museum is now completely unprotected and any items left there are at the mercy of looters. Further enquiries should be made, if possible, regarding these developments.

Although many precious items from the museum have been looted since 1992 and have been taken out of the country, it is believed that, despite rumours to the contrary, the Bactrian Hoard remains in a safe place in the capital.

209/AFG/73: The National Archives

Budget allotment: US$20,000

When the UNESCO consultant in Basic Education in Islamabad visited the National Archives in Kabul in July 1989, an official request was made for assistance in the conservation of the historical documents, miniatures, manuscripts, photographs, etc., in its collection. A project was then formulated to provide the services of a consultant to train 25 Afghans in the necessary techniques, to prepare an inventory of the essential equipment and materials needed for the preservation of archives and to assess future training requirements. The consultant, Mr Haris de Silva, conducted the seminar for two weeks in August 1990 and it was the first of its kind to be carried out in the country. Subsequent events, when the city came under attack, made it impossible for any follow-up work to be undertaken. It is believed that some of the items in the national collection were destroyed when the building in which the archives were housed was damaged.

209/AFG/74: Assessment of Damage to National Monuments and Compilation of Architectural Inventory

Budget allotment: US$12,000

A consultant Mr F. Aalund, financed under UNESCO's Regular Programme budget, prepared the first draft inventory of the historic monuments of Herat province in 1989 and these were published in February 1990. Unofficial reports on the city's monuments were also submitted, including one by the HABITAT architect working in Afghanistan. In September, 1990 two Afghan consultants, Mr M.H.Pardes, (The President, Union of Artists' Association) and Mr H.S.Salik, (The President, Union of Architects' Association), visited Herat and made a video film of the city and returned there in October of the same year to compile an inventory with accompanying drawings and photographs. The former Chief of the Asian Section of UNESCO's Division of Cultural Heritage, Mr M.Dermitzel, also visited both Herat and Mazar-i-Sharif in September, 1990 and took part in discussions regarding the repair of one of the minarets in Herat and the restoration of the Blue Mosque in Mazar-i-Sharif.

At the beginning of 1994 a mission consisting of a UNESCO consultant, Professor A. Bruno and the Project Officer at Headquarters, Mr C. Manhart, attempted to visit Afghanistan to review what steps needed to be taken to preserve the national monuments. But the situation within the country and the failure to obtain permission to proceed further, made it impossible for them to complete their journey beyond Peshawar in Pakistan and the mission had to be abandoned. Subsequently in 1994, Mr Manhart went to Turin where he compiled an inventory of the 30,000 drawings and photographs of the monuments of Afghanistan in the personal collection of Professor Andrea Bruno to facilitate future reference to them.

In the summer of 1995, Mr A.W. Najimi carried out a mission to the Minaret of Jam and prepared a report assessing the repairs that needed to be carried out on the monument. There was a reference to this mission in the October 1996 issue of the National Geographic magazine.

209/AFG/75: Preservation of Traditional Ikat and Plain Silk Weaving

Budget allotment: US$50,000.

The making of ikat and plain silk is a traditional craft, characteristic of Afghanistan and the neighbouring countries of Central Asia, which requires considerable skill to practise. In Afghanistan most of this type of weaving is done in the north of the country and particularly in Korchangu in Jowzjan province. Since many of the master weavers had left the area and had become refugees, there was a real danger that a knowledge of how to make this silk would be lost for ever. In an attempt to preserve what is an important part of Afghanistan's cultural heritage and to provide income earning skills and to assist in the repatriation of the weavers, it was decided to encourage the revival of this cottage industry. An agreement was reached with an NGO, the Afghan Cultural Assistance Foundation, in March 1990, to carry

INTRODUCTION

UNESCO Programme of Emergency Assistance for Afghanistan

In 1988 when the Soviet Union decided to withdraw its troops from Afghanistan, the United Nations established a programme of emergency assistance for the rehabilitation of the country under the initial code name of Operation Salam. This was subsequently changed to UNOCA, (The United Nations Office for the Co-ordination of Humanitarian and Economic Assistance for Afghanistan), then to UNORSA and finally UNOCHA. The first Co-ordinator in 1988 was Prince Sadruddin Agha Khan, who was succeeded by Mr Benon Sevan and in 1992 by Mr Sotirios Mousouris. UNESCO was one of the first of the international agencies to respond to the appeal made for assistance and the Director General, Mr Federico Mayor, allocated US$200,000 from UNESCO's Regular Programme budget for this purpose. This was used for consultancy and other services and subsequently UNOCA allocated funds amounting to US$700,000 (furnished by Japan) for educational assistance and a further US$300,000 for use in cultural programmes. The sum of US$1,000,000 was then provided for a rehabilitation programme for the education sector in the south-east of Afghanistan. An additional US$150,000 from the Nordic Fund for Women in Development (WID), was later allocated by UNOCA to UNESCO for the specific purpose of establishing programmes for improving the status of girls and women.

EDUCATION IN AFGHANISTAN

Background to Afghan Education

In the period after the Second World War and until 1992, when the communist government was overthrown, there were two main influences on the development of education in Afghanistan. The major one was that of the former USSR, which for many years provided fellowships for thousands of Afghan students, many of whom spent as many as seven or nine years in what was then The Soviet Union, following courses of study in higher educational institutions after at least one year spent studying the Russian language. The USSR was also the principal donor of assistance for the establishment of technical and vocational training institutions such as The Polytechnic, where initially many of the instructors were Russian. This policy resulted in a rise in the number of supporters of communism within the country and in the formation of communist political groups.

The other was that of the United States which sent its first team of education specialists in 1954, who assisted in the development of university faculties, notably those of the Faculty of Education in the University of Kabul and those of Agriculture and Engineering. Although US assistance was originally intended in the 1950s to promote the development of services for primary education, its purpose was modified and the interests of higher education were served instead. This was probably due to the fact that those specialists recruited to work in the programme were more familiar with university administration than with that of Ministries of Education in developing countries. They were recruited mainly from Teachers' College, Columbia University, and the Universities of Wyoming, North Carolina and Cincinnati. This resulted in greater emphasis on the needs of higher education at the expense of early levels of learning and in disproportionate expenditure on universities rather than on primary schools and non-formal programmes. The impact of this policy is still felt today. In the early 1970s there was a growing realization on the part of the American donors of the need for assistance in the field of primary education and a major project in curriculum development and textbook production was then launched in co-operation with the Ministry of Education. But the overthrow of the king and the establishment of a new government, with strong ties to The Soviet Union, meant that the project was short-lived and its aims were never realized.

UNESCO Assistance for Education in Afghanistan

UNESCO has provided assistance for the development of education in Afghanistan for a period extending well over forty years, from 1948 until the present day. Unlike the two major bilateral donors UNESCO gave priority to basic, primary and non-formal education rather

out a survey of weavers' needs in the north of the country, to make a video film of the state of the craft, to collect resource materials for reference, to produce an illustrated reader on the subject for new literates and to conduct a training course for silk weavers, who would learn how to use vegetable rather than chemical dyes in the making of the fabric. The project would also be implemented in close co-ordination with project **209/AFG/76** for the rehabilitation of carpet weaving, which also re-introduced the use of natural dyes (see **209/AFG/76).**

The survey was completed by Mr R. Darr of the Afghan Cultural Assistance Foundation and in the meantime it was learnt that one of the more renowned Afghan ikat weavers, Hajji Abdul Raoof, who was 76 years old and who had taken refuge in Kabul was available to assist in the training programme. This was held in November 1990 in Mazar-i-Sharif and in addition to the master weaver a UNESCO consultant, Ms Harriet Sandys, also participated. She also wrote the illustrated reader, 'The Silk Master', which was translated into Dari and Turcoman and printed in 500 copies in each language. This was used with the weavers in the accompanying literacy classes. The close co-ordination with the parallel skills training/basic education programme in the rehabilitation of carpet weaving was reflected in the publication in the Hali Magazine in February 1994 of the two articles under the title of 'Dyeing Under Fire', one of which was on ikat weaving and the other on carpet weaving.

In October, 1994, Mr I.Vencatachellum, the Project Officer from UNESCO Headquarters and the consultant Ms H. Sandys, were present at the First Islamic Festival of Artisans at Work in Islamabad, Pakistan, where an exhibition was held of traditional Asian crafts and the consultant gave a slide lecture on the project which aroused considerable interest.

209/AFG/76: The Rehabilitation of Carpet Weaving

Budget allotment: US$50,000.

The craft of carpet weaving was, and is, one of Afghanistan's major industries and accounts for approximately 11 per cent of the country's export trade. In recent years there has been a serious decline in the quality of the items produced. Designs have been debased and inferior wool and imported chemical dyes have been in widespread use. The demand for Afghan carpets fell as their quality deteriorated. Master weavers who had the skills to make fine rugs left the country and became refugees and there was a shortage of skilled man and woman power capable of making marketable carpets. A project was, therefore, formulated for the rehabilitation of the carpet industry by providing training for former refugees in the skills of weaving and in the preservation of traditional designs and in the making of vegetable dyes. An essential part of the training was obligatory attendance at daily basic education classes at the workplace in literacy and numeracy, primary health care and in relevant fields such as management, marketing, accountancy, quality control, etc. Initially there was ill-informed criticism of the proposal from those who failed to recognize the humanitarian aims of the project and to understand its role in social and economic development. Its goals were to assist in the rehabilitation of returned refugees by teaching them skills which enabled them to earn a living, to regain confidence in themselves and also to gain access to the basic education they had been denied as a result of years of conflict.

The first workshop for the training of weavers and dyers was held in Mazar-i-Sharif in the north of Afghanistan from 29 May to 14 June 1990. Two UNESCO consultants, Mr R.C. Gilles and Mr J. Williams, helped to set up the workshop in association with the Afghan Carpet Exporters' Guild. Forty-six trainees from various ethnic groups (23 Turcoman, 10 Hazaras, 6 Uzbeks, 2 Tadjiks, 3 Sadats and 2 Pashtuns) attended the workshop. Women and girls were trained separately from the men in accordance with local custom and attention was paid to the need to provide widows and orphans with wage-earning skills. Training opportunities were also afforded for the disabled. No stipends were paid to the trainees, since it was essential to remove any feeling of dependence and create one of self-reliance as quickly as possible. Instead recompense was provided in the form of food for work, which was readily supplied by The World Food Programme which co-operated closely with the project. The success of the workshop was considerable and demands for others to be established in the region in Aqcha, Andkhoi and Herat could not, unfortunately, be met.

Requests for carpet weaving programmes were also made by what were then The All Afghan Women's Council, the Literacy Affairs Office, The Vocational Teachers' Training Centre and the Community Training Centres. The project also promoted the growing of plants for use in dye-making and assisted in the development of an appreciation of Afghanistan's cultural heritage and of its traditional crafts. Plans were also developed for the establishment of a resource centre with reading and reference materials related to the making of fine quality rugs and carpets. Subsequent events in the country made it difficult to develop the programme further in Mazar-i-Sharif and the programme was transferred later to other centres in the country. It should be noted, however, that when, two years later, one of the trainees from the first course took refuge in Samarkand, Uzbekistan, he took 25 Afghan weavers with him and set up his own carpet-weaving enterprise there using silk instead of wool and using only natural dyes. He is now the director of a business enterprise employing 340 weavers (including many Afghans) and produces silk carpets of the finest quality, all of which are in great demand by western carpet importers and are sold even before they are put on the looms.

When a new carpet and dye-making workshop was set up in Herat by the same two consultants in the spring of 1994, for 20 weavers and 12 dyers, the lessons learnt in Mazar-i-Sharif proved invaluable. It was found that greater attention needed to be paid to the obligatory basic education programme. For example relevant reading materials for new literates on the subject of carpet and dye-making were required in the languages used by the learners. Considerable help in this regard was given by the late Mr Bruce Cahill, who at that time was both the UNESCO Representative to Afghanistan and the head of the UNESCO Regional Office for Book Development in Asia and the Pacific. He organized the translation and printing of texts in Pakistan for use in the Afghan projects (see Project **209/AFG/21**) and ensured that they were of high quality. So the reader 'Murad and Parwan Make a Carpet', written and illustrated by the consultant, Mr R.C.Gilles, and translated into Dari and Turcoman was used in literacy classes with the trainees and was revised after experience had been gained in its use. The book was popular with the weavers who often identified themselves with the characters in the story. The literacy teacher, who was recruited to give the classes, proved to be extremely dedicated and his methods of teaching met with a high degree of success. It was also found that most of the trainees, all of whom had been refugees, were in need of primary health care and instruction in personal hygiene. The UNESCO/WHO/UNICEF publication 'Facts for Life', which had been printed in both Dari and Pashto (3,000 copies in each language), and with the illustrations used in the original English text, was of considerable help in this regard. It was noted, for example, that on arrival most of the trainees suffered from some form of skin complaint or infection. But after some health education there was a remarkable improvement in their physical condition. Again The World Food Programme was of great assistance in supplying the workshops with food for work. The supply of equipment for use in outdoor games and leisure activities (e.g. volley balls and nets) also contributed to an overall improvement in the health of the weavers and dyers. The co-operation of the nurses and doctors at the local hospital and health centres and NGO staff from Medecins du Monde was also essential in ensuring the success of the basic health programme.

The Afghan NGO which assisted in the setting up of the workshop in Herat, CHA (Co-ordination of Humanitarian Assistance), recruited, in the first instance, only male trainees. However when some local women became aware of this they protested that they had been discriminated against and insisted that a separate workshop be set up for them with the same skills training and basic education services. This showed that Afghan women were capable of deciding for themselves whether they would have access to learning opportunities or not.

It was clear that the obligatory basic education classes filled a real need and were widely appreciated. When, at a later stage, Herat fell to the Taliban and the future of the workshop was in doubt, and the women's workshop was forcibly closed, there was a suggestion that the men might prefer to work in their own homes rather than at the workshop. They unanimously refused on the grounds that if they did so they would be denied the right to the basic education which they had found so useful. Some even spent part of their earnings on attendance at further education classes in the evenings and one even paid for English

lessons at a local language school. The rate of literacy and numeracy among the trainees was 99 per cent, only one elderly lady refusing to attend classes.

It was found that the consultancy services, which usually lasted from three to five weeks, were important for effective implementation of the skills training/basic education approach and that regular follow-up was necessary to ensure that the necessary momentum was maintained. So after the workshop was well established return visits from the consultants were desirable after a period of a few months. These were undertaken in separate visits designed to reinforce both the basic education and the skills training programmes. More intensive training was, therefore, given in carpet design, by showing the trainees coloured photographs of miniature paintings in which carpets were featured and by taking them to see the traditional tiles used in mosques and other ancient buildings in the city of Herat. These resulted in the introduction of new carpet designs based on what they had seen in addition to the more conventional patterns. An appreciation of Herat's cultural heritage also had an impact on the quality of the rugs made. In the basic education programme, too, there was a need for other learning needs to be met. A second reader for new literates 'Murad and Parwan Make Natural Dyes', also written and illustrated by Mr R.C.Gilles, was then added to the materials available. There are Dari, English and French language versions of the text. The book is also of interest in that it contains scientific information related to the use of fermentation in making dyes and advice on the kind of plants to use in the making of various colours. While carpets were made in increasing quantities, ways had to be found of marketing them and none of the trainees had any experience in this field. The learning programme had to provide this as well. The need for such training was evident when the project shipped 20 carpets to UNESCO for display at an exhibition which was part of UNESCO's 50th. anniversary celebrations. The lack of experience in shipping goods, in dealing with customs formalities and in following administrative procedures, led to considerable difficulties in clearing the items through French customs in time for the exhibition.

Political events had an adverse effect on the implementation of the project in Herat. When the Taliban took the city the women's workshop was immediately closed while the men's remained open. The men continue to make high quality rugs and to market them successfully and the training they received has served them in good stead and made them fully self-reliant. It is also reported that the women have continued to make rugs, though in private rather than public workshops, and have not only continued to receive literacy and numeracy instruction, but have insisted on extending their learning to include other subjects taught in formal educational institutions. Since women teachers are no longer allowed to work in schools they are able to teach privately in homes. This shows how the demand for education can be satisfied when people themselves are convinced of its relevance and worth.

Widespread interest was created by the project and by the information provided on it in the form of reports, books, photographs, articles, lectures and video films (three to four hours of video film have been made of the project but have not been edited for lack of funds). The BBC World Service broadcast a special feature on the project in 1995. The concrete evidence of what was done was certainly instrumental in persuading certain donors to provide funds for further activities; though it has to be admitted that the presentation of requests through recognized traditional channels was much less effective. Representatives of UNHCR and the Norwegian Fund readily agreed to provide assistance for the establishment of a women's workshop in Herat, after seeing for themselves what was being done in the men's workshop. ISESCO agreed to assist in the development of new workshops in Parwan province, north of Kabul, after receiving copies of reports, books, photographs and articles on the project. The lessons already learnt will prove of value in future programmes, which will be expanded to provide guidance in the development of community organizations capable of assuming responsibility for the establishment, administration and supervision of skills training/basic education services. It is hoped that a training centre will eventually be set up to which people can go from neighbouring communities to learn how income-earning skills can be taught in association with basic education and that this will facilitate the replication of the approach more widely. The training will also be extended, as necessary, to cover other income earning skills such as silk, soap, brick and tile making, etc.

This project, which is undoubtedly one of the most successful implemented in Afghanistan and which has had an impact on social and economic development, is of interest for a number of reasons. Although it was originally administered by UNESCO's Culture Sector it also developed a considerable educational component and was eventually taken over by the Education Sector. The close collaboration of the two Sectors made the successful implementation of the project possible. The Culture Sector also administered a parallel project for the rehabilitation and preservation of ikat and plain silk weaving (**209/AFG/75**). The carpet project was important in that it was carried out in close co-operation not only with other UN agencies such as The World Food Programme, WHO, UNHCR, UNICEF and FAO, but also with the assistance of international NGOs such as ICRC, Medecins du Monde, The Norwegian Fund and ACTED and Afghan NGOs such as CHA. The project also generated a considerable amount of development support materials which included colourfully illustrated readers for new literates on carpet weaving, natural dye making and primary health care as well as slide sets, video films, sets of photographs and posters. The approach was also widely publicized in well-known international publications such as Hali, the magazine on carpets and in slide lectures given by the consultants at the Institut du Monde Arabe in Paris and at international conferences on carpets in places as far apart as Istanbul in Turkey and Marrakesh in Morocco. In October 1994 the consultants and the head of the Afghan NGO which organized the project in Herat, took part in the World Forum on Family Literacy, at UNESCO Headquarters and described the role played by literacy instruction in the development of income earning skills. The exhibition held at UNESCO Headquarters in May 1995 of 20 carpets made by the workshop in Herat, along with coloured photographs and information on the historic city, also helped to make the project better known and understood. The submission of detailed and well documented mission reports accompanied by coloured photographs was also essential for the provision of information on the approach adopted and these were of considerable use in explaining to potential donors what the aims of the project were. One carpet made by the project is on permanent display at UNESCO.

The implementation of this project would not have been possible without considerable flexibility in the use of budget allocations and without the ability to obtain funds listed under other code numbers. Payment for the writing and publishing of supplementary readers and for the purchase of certain items of equipment, for example, was made under **209/AFG/14: Production of Teaching/Learning Materials**. Some of the costs of consultancies were borne by ACTED, a French NGO, and by UNESCO's Regular Programme budget. UNESCO's Co-Action Programme contributed US$10,000 to the UNESCO National Commission in Kabul for the purchase of looms and equipment for carpet weaving and dye making in projects administered by women's organizations.

209/AFG/78: Survey of Bamyan

Budget allotment: US$19,500.

The project relating to the preservation of the historic site of Bamyan is a further illustration of the difficulties encountered when implementing projects in Afghanistan. The area in which the site is located is not under direct control of the central authority and reservations were expressed by the Minister of Culture and Information regarding the need for UNESCO involvement in conservation work on these monuments. In view of the world-wide concern over the fate of these unique treasures and the fact that it was reported that the caves beneath the two large statues of Buddha were being used for ammunition storage, it was decided to proceed with the programme.

An initial survey was carried out by Mr A.W.Najimi, an Afghan architect contracted by UNESCO, in December 1989. He reported on the damage done, prepared an inventory of the monuments and tried to persuade the local authorities to remove their ammunition stores away from the monuments. He also carried out a training programme for eight trainee Afghan surveyors, former students of the Kabul Polytechnic and Kabul University who were refugees in Peshawar. This training programme covered the pre-Islamic history of Afghanistan, measurement, site investigation and documentation. Mr A.W.Najimi then visited Bamyan in June 1990 preparatory to a field trip accompanied by the eight surveyors

he had trained. This took place in August 1990 and a detailed report on the exercise was prepared and submitted to UNESCO.

THE ENGLISH LANGUAGE TEACHING CENTRE IN KABUL

Although this institution has not received assistance under the UNOCHA rehabilitation programme, mention should be made of the important part it has played in the social and economic development of the country. It was established by the Ministry of Planning with UNDP/UNESCO assistance in order to provide English language instruction to adults engaged in the development of the country and who needed English to do their work effectively. The learners included administrators and officials in such fields as health, agriculture, education, commerce, telecommunications, etc., and those assigned to work with English-speaking counterparts and to proceed on fellowship studies abroad. Technical assistance, books, materials and equipment were provided by UNESCO with the financial assistance of the UNDP's Country Programme. Advisers and consultants assisted the project over a period of many years. The Centre is housed in the former British Council premises and has a library of many thousands of books, including those donated by The Council. There is a collection of films and cassettes for the learning of English as well as a fully operational language laboratory. Courses in English for specialist purposes have been fully developed along with the necessary support materials. The Afghan staff, many of whom are women, are of a high calibre and some were previously employed by the university.

The significant feature of this institution is that it has continued to provide an important and reliable service, despite the years of unrest and bombardment, and its doors have never closed. An average of 1,000 students attend classes daily and demands for its services cannot always be met. It is remarkable proof of the success of a project which was designed to meet real needs and priorities. The fees paid by the students have enabled it to become financially self-supporting and no longer in need of outside assistance, despite all the difficulties the city has undergone in recent years.

Teacher Training

It should also be noted that a survey of the teacher training facilities carried out in 1996 by the UNESCO National Commission in Kabul was financed by funds provided by UNESCO's Regular Programme budget. But the survey has not been completed.

CONCLUSIONS

EDUCATION

General

1. There has been a constant demand from Afghans for assistance in the provision of education services which has largely gone unanswered.

2. The expression of extremist views regarding education is not necessarily characteristic of the majority of Afghans and should not inhibit assistance for the provision of education.

3. Many detailed proposals for assistance in the field of education have been formulated and submitted by UNESCO for funding from various sources in recent years, but few have received a positive response. Although the amounts requested were often small and the projects were viable, this failure to assist rehabilitation programmes in education would suggest that the sector was given low priority by the donors.

4. The present procedures for the presentation of project proposals to potential donors may not be the most effective for the raising of funds for Afghanistan. Experience has shown that financial assistance is made more readily available when concrete evidence is provided of possible outputs. Such evidence in the form of detailed reports on activities, good examples of published reading materials for basic education, radio broadcasts, video films of ongoing projects, talks and discussions illustrated with slides, etc., have produced positive results in the provision of funds, whereas submissions to traditional institutional donors have had an almost entirely negative impact.

5. In view of the fragmented nature of the country at the present time, standard approaches to educational rehabilitation are inappropriate. In the conditions which prevail in Afghanistan today projects cannot be implemented at the national level. They must be designed for implementation at a local or regional level, but with a capacity for replication elsewhere on a smaller or larger scale.

6. Despite existing conditions considerable possibilities exist for the implementation of educational programmes.

7. Educational programmes at this stage are of an emergency kind and have short-term rather than long-term goals. Their aim is rapid social and economic development and the improvement of living and working conditions and the ability to achieve self-reliance.

8. In view of the fact that the Kabul government does not exercise administrative control over all parts of the country, it is impossible to develop national strategies and programmes in the fields of curriculum development, textbook production and even teacher training.

9. Approaches which have been used in other countries will not necessarily be appropriate for Afghanistan. Caution must be exercised when introducing models from elsewhere - even from within the region.

10. There is still much to be done before all educators fully understand the findings of the Jomtien Conference on Education for All in March 1990. Even those who claim to understand it may not really do so. Many of the proposals made by specialists still reflect traditional views regarding educational priorities and are often restricted to primary schooling and the centralized control of programmes and neglect the provision of learning opportunities for the most deprived, such as out-of-school youth, girls and women, street children and those living in remote areas. There is still insufficient consultation with local communities on learning needs.

11. Misgivings regarding the validity of innovative approaches (e.g. the use of the soap opera and skills training/basic education programmes) proved unjustified.

12. Small amounts of financial assistance can have a major impact on the development of basic education for all when used appropriately, e.g. for the publication of reading materials, the supply of equipment and as support for distance education.

13. Immediate requirements for the rehabilitation of education in Afghanistan are: assistance for local communities and organizations to assume responsibility for the establishment, administration and supervision of educational programmes, the creation of publishing enterprises in both the public and the private sector to ensure that adequate reading materials are available, the procurement of equipment and supplies for use in educational programmes both inside and outside the classroom and the development of distance learning services as a cost-effective means of making education available for all.

14. There is considerable pressure from lobbies and special interest groups to provide assistance for programmes which do not necessarily have priority as far as overall learning needs are concerned. Such groups are generally more articulate in presenting their proposals than those with basic learning needs. Rigorous selection procedures are needed before project approval is given.

15. In the formulation and approval of projects designed to promote the advancement of women in social and economic development, insufficient consideration was given to the need for training courses which would ensure that major economic benefits would ensue and that women would be actively engaged in the decision-making that would determine their place in society. Undue emphasis was placed on domestic skills.

Organization of Programmes

16. Insufficient use has been made of traditional local structures for the organization and administration of educational services and there is a need to stress the importance of working with people rather than for them. Structures imposed from outside are less successful than those established by the community itself. It is hoped that the research carried out by the anthropologist from University College, London, will help in this regard.

17. When attempts are made to work with local groups too great a reliance can be placed on personal relationships with prominent personalities in the community. Important though these may be, great care must be exercised to ensure that these do not result in projects which do not reflect the interests of the community as a whole. Efforts need to be made to ensure that majority views are heard.

18. Projects which benefit only one community or only one or two institutions, though worthwhile in themselves, may do little to promote national rehabilitation. Before projects are approved account must be taken of the extent to which activities can be replicated elsewhere, e.g. through training opportunities. Assistance for the repair of a single school, for example, might be better used to provide training for craftsmen who would help to repair a number of schools.

19. There is evidence to suggest that the private sector can assist in the provision of educational services. In Herat, for example, many English language teaching schools opened as private enterprises. In Kabul the English Language Teaching Centre has flourished for many years on a self-reliant basis. Wealthy Afghans are often ready to provide funds for educational services. These possibilities should be explored.

Reading Materials

20. Educational rehabilitation depends to a large extent on access to reading materials. This demands, in turn, the establishment of an efficient book sector. Such a sector cannot be established exclusively by a book production unit working under the control of a government ministry, say the Ministry of Education. There is also a need for private publishing enterprises, capable of printing a variety of reading materials, such as newspapers, magazines, books for general reading, etc. The lack of such enterprises is a serious

constraint on educational development in Afghanistan. The possibilities for assisting in the establishment of publishing enterprises in the private sector should be explored.

21. Careful consideration should be given to the reading materials already available in the languages used in Afghanistan. Since there was considerable emphasis on the teaching of literacy and numeracy for a period of 25 years, many texts were published for use in such programmes. Reference should be made to what has already been done before new materials are written since there is a risk of a duplication of effort. The fact that the materials were written at a time when different governments were in power does not necessarily invalidate them for use today.

22. The production of reading materials should not be restricted to texts for use in formal schooling, but should be extended to publications needed by all members of society, e.g. skilled craftsmen, those working in the fields of health, minders in day care centres, the particular interests of girls and women, etc. Publications are also needed in support of radio programmes and to promote the resolution of conflict and the development of tolerance and understanding.

Educational Supplies and Equipment

23. Basic education programmes need a certain amount of equipment and supplies if they are to be implemented successfully. These are needed not only for classroom learning, but also for practical activities in programmes related to health education, food growing, skills training (e.g. carpet and silk weaving, dye making, metal and leather work, tile and soap making, etc.), sports and leisure activities.

24. Consideration needs to be given to the advantages and disadvantages of local and foreign procurement of supplies and to the quality of the items purchased. The procurement, storage, transportation and distribution of supplies demands training in the management and administration of such programmes. The possibility of obtaining supplies from local enterprises should be reviewed (e.g. agricultural implements can be obtained from Afghan workshops where they have been made from scrap metal obtained from abandoned military vehicles). The making of chalk could be entrusted to private enterprises since the raw material required is readily available within the country.

25. The amount of seed money needed to buy equipment and to set up small businesses is often small and such enterprises can become self-supporting in comparatively short spaces of time. This was the case with the carpet and dye making workshops in Herat. The plan to provide credit facilities for the poorest members of society in three Afghan towns, on the model of the Grameen Bank, and which is to be implemented by UNHCR, can be carried out in association with UNESCO in the development of skills training/basic education programmes. Instruction in the use of micro-credits will then have to be included in basic education classes.

26. Afghans have considerable entrepreneurial skills and a capacity for self-reliance which can be exploited in the interests of education. For example an Afghan who benefited from the first UNESCO-assisted workshop in carpet weaving and dye making later took refuge in a neighbouring Central Asian republic and took 25 Afghans with him. He now has a thriving enterprise which makes silk rugs using natural dyes and employs 340 Uzbek and Afghan personnel. Privately-owned airlines and other businesses have been established despite the widespread devastation the country has endured.

27. Ill-informed critics of skills training projects (e.g. in carpet weaving and natural dye making), misunderstood their purpose and their role in social and economic rehabilitation. The projects were designed not only to give training in skills which led to an ability to earn an income, but also to ensure that all trainees became literate and numerate, had better standards of health and learnt how to market their products. The basic education component was such an integral part of the programme that when the suggestion was made that the workshop be dissolved and the trainees work separately, they unanimously refused on the ground that they would again be denied their right to literacy and health instruction and

advice on business management and marketing. The motivation was such that 99 per cent of the trainees became literate.

Distance Learning

28. There was inadequate appreciation of the importance of the mass media in promoting education for all. Some NGOs and bilateral agencies, however, did show a readiness to assist such programmes. Arguments were advanced that people had neither the radios nor the batteries needed to benefit from such programmes. Although no radios or batteries were supplied by UNESCO, surveys and evaluation exercises showed that 80 and even 90 per cent of the Afghan population listened regularly to the soap opera, 'New Home, New Life', which combines education with entertainment and that they benefited from the messages conveyed. The impact of education for all provided by means of radio was nation-wide and cost-effective. Regular evaluation of the impact of the radio programme and of the accompanying reading materials was essential to ensure that immediate learning needs were met.

29. The experiences gained showed that there was often a reluctance to adopt innovative approaches in education and that many of the arguments against doing so were invalid. Yet innovation was essential if anything were to be done in the conditions which prevail in Afghanistan.

NGOs

30. Good co-operation was possible with many of the well-established and experienced NGOs; caution was necessary, however, when dealing with others whose interests differed from those of UNESCO. Some, for example, urged that UN agencies assume responsibility for the payment of the salaries of Afghan teachers. UNESCO did not accept this approach, since it considered that this was conducive to the development of a dependent rather than a self-reliant society. Some agencies did, however, and in consequence became the targets for violent attacks when financial constraints prevented salary payments from being continued.

31. There was also a tendency on the part of some NGOs to undertake greater responsibility than was within their competence or capacity and then to appeal to the UN agencies to assume them instead. While their good will is not in question, there is a need for NGOs to understand the limits of their ability to deal with the humanitarian needs with which they are confronted and to accept the fact that in emergency situations there will generally be a shortage of means of dealing with all the problems with which they are faced. NGOs also need to have a better understanding of the scope and limitations of UN assistance. Not all NGO interventions in humanitarian assistance programmes have been beneficial.

32. When recourse is made to the media for purposes of publicity, it is essential that the information given be as full and as accurate as possible, otherwise widespread misreporting is inevitable. This is particularly the case with regard to natural and human disasters.

33. NGO personnel involved in educational rehabilitation need to be kept up-to-date with regard to educational innovations and developments. Although efforts were made to inform NGO education specialists of the recommendations of the Jomtien conference and documentation was distributed to them on the subject, it was clear from the inappropriate proposals that some of them made, that they had not understood the implications of what they had read.

34. There should be full collaboration wherever possible with appropriate Afghan institutions, such as teacher training colleges, where they are in operation and not only with NGOs.

CULTURE

1. There is a need for accurate and reliable information on UNESCO's actual obligations with regard to the preservation of the nation's cultural heritage.

2. Initiatives taken by UNESCO to restore monuments and to protect national treasures will have little success unless there is a corresponding commitment on the part of the Afghans themselves to assist in this process.

3. Publicity designed to create an appreciation of the importance of national treasures may also have an adverse effect in that it also creates in the unscrupulous an awareness of their commercial value and may encourage theft.

4. Efforts undertaken to recover lost national treasures will require both national and international co-operation.

5. There is a need for basic education programmes related to the preservation of the country's cultural heritage. The inclusion of such items in the radio soap opera should be considered.

6. The relationship already established between education and culture in the project for the rehabilitation of carpet weaving, the making of natural dyes and the provision of basic education services can assist in social and economic development.

7. For the satisfactory monitoring of projects related to the preservation of monuments it is essential that realistic estimates be made beforehand with regard to the accessibility of sites.

8. It is essential that qualified and experienced personnel be recruited for the formulation and implementation of projects in the field of culture.

9. Greater attention should have been paid and weight given, to the views and wishes of the national authorities, at an early stage, regarding the implementation of the proposal to mount the Herat exhibition.

10. In civil war situations, with constantly shifting boundaries, projects for the restoration and preservation of monuments are difficult to implement, because the sites often change hands between warring factions, are difficult of access and the area around them may be mined.

than higher education. Its projects were implemented in close association with the Ministry of Education rather than with a university and they were designed to provide a firm base for the education system as a whole. The first programmes of assistance were pilot projects in the in-service training of primary school teachers and the production of teaching aids and were followed in the 1960s by a large-scale exercise which developed a network of teacher training institutions for all levels of primary and secondary education throughout the country. The construction of teacher training colleges was financed by what was known as American 'wheat money' and other funds were provided by UNDP, and UNESCO furnished the technical assistance needed. It was certainly the success of this project which caused the USAID subsequently to review its policy with regard to educational assistance for Afghanistan. As teacher training facilities expanded throughout the country, additional UNESCO assistance was provided for the development of functional literacy programmes, particularly for rural communities and as a result 7,922 literacy courses were organized for men and 2,270 for women. Large amounts of materials for literacy instruction were developed. Although the initial project was a pilot one, these early exercises provided invaluable experience for subsequent efforts which included a national literacy campaign in the 1980s. UNESCO also assisted Radio Afghanistan in the development of an educational broadcasting service for schools in co-operation with the Ministry of Education. More recently UNESCO helped in the establishment of The English Language Teaching Centre in Kabul which has continued to provide courses for adult learners of English, despite all the difficulties the capital has endured over the last seventeen years. Thousands of students still attend classes there every day and demands for its services cannot always be met.

Priorities for UNESCO Emergency Assistance for Education in Afghanistan

In the conditions which prevail in Afghanistan today it is impossible to adopt approaches to rehabilitation and construction which are used elsewhere. The central administration does not exercise control over all parts of the country and assistance can only be provided on a piecemeal basis. Any help given is of an emergency nature and has short-term rather than long-term goals. Despite these constraints it has been possible to implement appropriate projects effectively. Assistance for education is given lower priority than the need for water, food, shelter, health services and landmine clearance and any funds provided must have maximum impact and produce a multiplier effect. One estimate, for example, considers that only 0.1% of all aid to developing countries goes to basic education, i.e. to primary schooling and literacy. In such circumstances it would be unrealistic to expect that all demands for educational assistance will be met and priorities must be determined. It is important that these priorities be understood and respected. The choices made will not please everyone and certain special interest groups may feel dissatisfaction when worthwhile proposals are denied assistance. But this is inevitable when needs are great and resources are limited. The principles which governed the formulation of UNESCO's projects in the field of education in Afghanistan are outlined below:

- programmes were formulated which could promote human development and social and economic progress.
- programmes were formulated for the purpose of providing educational opportunities for all and not school-aged children alone.
- consideration had to be given to the needs of deprived groups: returned refugees, displaced persons, the disabled, women and girls, out-of-school young people.
- priority had to be given to basic education, primary education and non-formal education rather than higher levels of learning.
- projects had to have maximum rather than limited impact and produce multiplier effects, e.g. by providing training or serving as a model for replication on a larger scale.
- projects had to be capable of implementation by local organizations rather than a central authority and proposals from articulate pressure groups had to be considered in the light of agreed educational priorities.
- innovative and cost-effective means of providing education had to be used wherever possible.
- distance learning techniques had to be used wherever possible.
- educational priorities and programmes had to be determined by local organizations, e.g. with regard to girls' and women's education.

RECOMMENDATIONS

1. In the development of future project proposals for assistance in the fields of education and culture in Afghanistan, account should be taken of the considerable experience already gained and of the work previously carried out. If this is not done then there is a risk of a duplication of effort. Readers for new literates should not be prepared without reference to those already published; teacher training programmes should be conducted in close collaboration with existing teacher training services. Programmes for the preservation and safe-guarding of national monuments should take into account the problems and difficulties that have already been met.

2. In the conditions which obtain at the present time there must be a readiness to innovate and to adopt new approaches in the provision of education services. The transfer of inappropriate programmes developed elsewhere will delay rather than promote the social and economic rehabilitation of the country. A tendency to use the term 'basic education' as a catchphrase for a traditional form of primary education to be made available to all members of society, regardless of age, must be reviewed more critically

3. Efforts should be intensified to obtain funding for worthwhile projects for the rehabilitation of Afghanistan. The sums required are not necessarily large since experience has shown that comparatively small amounts can produce significant results.

4. Appeals for financial assistance should not depend exclusively on the presentation of standardized project proposals, but should be accompanied, whenever possible, by concrete examples of what are the expected outputs, e.g: sample reading materials, sample radio broadcasts, reports of activities with photographs, items produced in training programmes, video films and slides. Proposals should also be presented by well-informed specialists able to provide detailed information related to the activities foreseen.

5. The priority given by UNESCO to poverty alleviation, to basic education for all, to the provision of learning opportunities for girls and women, to access to learning for the disabled and the deprived and to the promotion of teaching about the importance of peace, tolerance and understanding, must be reflected in the projects approved for assistance.

6. Attempts by special interest groups and lobbies to depart from the priorities listed in item 4 should be resisted.

7. The formulation and approval of projects for women should take into account the economic benefits that are likely to follow and the possibilities for the involvement of women in decision-making regarding the social and economic development of the country. This is of particular importance at the present time when the Taliban have denied girls the right to go to school and women the right to work. There should be less emphasis on training in purely domestic skills.

8. There should be close collaboration with the Afghan authorities responsible for the establishment of educational services and with institutions such as teacher training colleges which are in operation. This is of particular importance in areas controlled by the Taliban where their views on educational approaches are likely to prevail.

9. Particular emphasis should be given to the provision of assistance to local administrations which support and encourage community organizations responsible for the development and supervision of educational services designed to meet their needs and priorities.

10. Preference should be given to projects which are designed to have a multiplier effect rather than those with only limited impact.

11. Consideration should be given to the possibility of enlisting the help of the private sector in the provision of educational facilities and materials.

12. Access to credit facilities by means of the UNHCR/Grameen Bank project should be used to promote skills training workshops which provide basic education as an integral part of the programme.

13. In view of the chronic lack of reading materials assistance should be given to the establishment of printing and publishing facilities by both the public and the private sector.

14. The provision of educational services will demand the procurement, transportation, storage and distribution of large quantities of supplies, not only for use in classrooms, but in other learning and training situations as well. Studies will have to be made of the relative merits of local, regional or foreign purchase of items, of the administrative procedures required for rapid delivery and of the means of providing storage space.

15. The solid training and experience provided by the collaborating partners in the development of the radio soap opera, New Home, New Life, (Afghan staff, UNESCO, the BBC and other agencies, etc.) should be used as a basis for the expansion of distance learning opportunities in the interests of education and as a cost-effective means of providing it. Consideration should be given to the use of the radio as an instrument for promoting literacy and numeracy, teaching science, training teachers, promoting community organization and involvement in educational development, as well as primary health care, food growing, etc.

16. Recognized procedures should be followed for the recruitment of qualified personnel familiar with UNESCO's policies and practices, for work in the implementation of projects.

17. Administrative flexibility is essential for the successful implementation of projects in a changing environment such as that which has prevailed in Afghanistan for many years.

18. Close co-ordination between the Sectors of Education and Culture in UNESCO and with other UN agencies and with both national and international NGOs in the implementation of programmes should be maintained. Within UNESCO a regular review of progress should be undertaken in which all involved should participate. Such a review should also consider what reallocations of budget allotments, if any, should be made.

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UNESCO ACTIVITIES IN AFGHANISTAN

MISSIONS AND CONSULTANCIES

EDUCATION

Date	Name	Field	Funding
22 Jan-14July 1989	C.J.Allen	Basic Education	UNESCO
21-26 March 1989	A.Chiba	ADG/ED	UNESCO
23 March-5 April 1989	R.Almeida	School Buildings	UNESCO
6-25 August 1989	G.Dale	School Buildings	UNESCO
August-October 1989	G.Berlin	Basic Education	UNESCO
Sept-October 1989	A.Jones	Teacher Training	UNESCO
Sept-December 1989	Abu Ali	Basic Education, Kabul	UNESCO
27 Nov-5 December 1989	Minja Yang	UNESCO Staff Member	UNESCO
8 Dec 1989-1 June 1990	C.J.Allen	Basic Education	UNESCO
12-17 December 1989	A.Chiba	ADG/ED	UNESCO
14-20 December 1989	R.Almeida	School Buildings	UNESCO
11-13 March 1990	F.Mayor	Director General	UNESCO
6 May-5 June 1990	Ms E.Restrepo	Teaching Materials	UNESCO
April-September 1990	R.Fuderich	Basic Education	UNESCO
19-22 September 1990	A.Chiba	ADG/ED	UNESCO
19-27 September 1990	R.Almeida	School Buildings	UNESCO
April-May 1991	C.J.Allen	Education Sector Review	UNDP
Oct-November 1991	G.Adam	Distance Learning	UNOCA
3-20 February 1992	C.J.Allen	Basic Education	UNOCA
3-20 February 1992	R.Almeida	School Buildings	UNOCA
1 April-11 June 1994	R.C.Gilles J.Williams	Basic Education/ Skills Training	UNOCHA

Oct. 1994	G.Adam	Distance Learning	BBC/ UNESCO
3-5 Oct. 1994	R.C.Gilles J.Williams A.S.Rahimy C.J.Allen	Family Literacy Conference	UNESCO H.Q.
Oct.1994	R.C.Gilles J.Williams	Istanbul Conference on Turcoman Carpets	
5 Dec-3 February 1995	J.Williams	Basic Education	UNESCO
April 1995	Ms Sauliere	UNESCO Staff Member	UNESCO
1 May-20 June 1995	R.C.Gilles	Skills Training	UNOCHA
May 1995	J.Williams	Marrakesh Conference on Moroccan Carpets	
May 1995	J.Williams A.S.Rahimy	UNESCO Exhibition	UNESCO
20-22 May 1996	Ms Sauliere, J.Butt W.Jayaweera	Conference on Creative Radio	BBC/ UNESCO
24-25 May 1996	Ms M.Mills, J.Butt	Conference on Finding Common Ground	BBC/ UNESCO

Experts

1 Sept 1990-August 1992	A.Tonellotto	School Buildings Adviser	UNOCA
1 Oct. 1990-June 1993	R.Fuderich	Basic Education Adviser	UNOCA
April 1990-April 1992	Abu Ali	Basic Education Adviser, Kabul	UNOCA

Associate Experts

19 January-24 May 1990	A.Tonellotto	School Buildings	UNESCO
July 1990-August 1991	C.Uhl	School Buildings	UNESCO

UN Volunteers

23 Mar 1990-Mar 1993	Tin Tun Myint	School Buildings	UNV
Sept 1990-March 1991	U.K.Kharmacharya	Basic Education	UNV
1 July 1992-June 1994	R.C.Devkota	Basic Education	UNV
5 Oct. 1994 -	S.B. Ekanayake	Basic Education	UNV

CULTURE

22 Mar-4 April 1989	A.Bruno	Museum Protection	UNESCO
1989	F.Aalund	Herat Inventory	UNESCO
Dec. 1989	A.W.Najimi	Bamyan Survey	UNESCO
24 Dec 1989-Jan. 1990	A.Bruno	Kabul Museum	UNESCO
Mar. 1990	A.W.Najimi	Surveyor Training	UNOCA
24 May-14 June 1990	R.C.Gilles J.Williams	Skills Training	UNOCA
4 to 14 June 1990	A.W.Najimi	Bamyan Survey	UNOCA
15 June-15 Dec.1990	M.Barry	Herat Exhibition	UNOCA
Aug.1990	A.W.Najimi	Bamyan Survey	UNOCA
19-22 September 1990	M.Dermitzel	UNESCO Staff Member	UNOCA
Sept.1990	M.H.Pardes H.Salik	Herat Survey	UNOCA
Oct.1990	R.C.Gilles J.Williams	Lecture on Skills Training	Institut du Monde Arabe
Nov.1990	Ms H.Sandys	Ikat Weaving	UNOCA
30 Nov-10 Dec.1990	A.S.Bisht H.K.Naithani	Ivory Conservation	UNOCA
Dec 1990-Jan 1991	A.Bruno	Protection of Kabul Museum	UNOCA
Sept.1991	A.W.Najimi	Herat Survey	UNOCA
Oct.1994	I.Vencatachellum Ms H.Sandys	Islamabad Crafts Festival	UNOCA
30 Dec 1994-10 Jan. 1995	A.Bruno C.Manhart	Museum Protection	UNOCHA
Apr.1995	P.Cambon	Museum Protection	UNOCHA
1995	A.W.Najimi	Minaret of Jam Survey	UNOCHA
Aug.1995	P.Cambon M.Tarzi	Museum Protection	UNOCHA

PUBLICATIONS

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- basic supplies for learning, e.g. school supplies, sports equipment, books and reading materials, items for health education, etc., had to be procured both locally and abroad.
- beneficiaries of skills training programmes had to receive literacy and numeracy instruction when necessary and health education and other relevant courses as an integral part of their training.

Account had to be taken of the fact that the demand from the Afghans themselves for education was widespread. Although views were expressed which appeared to be unfavourable to the expansion of educational opportunities, and particularly those for women, these were not necessarily the opinions of the country as a whole. There was also a difference in the views of urban and rural populations: in the towns the enrolment of girls in schools was often higher than that of boys, whereas in country areas only boys were allowed to attend school. There was, therefore, a danger that extremist points of view would inhibit the development of educational programmes. Consultation with the Afghans themselves in the formulation of proposals was essential. A reluctance to accept assistance for educational initiatives was also to some extent understandable. The role played by students who had received their education in the USSR in the adoption of communism was well known, as was the association of institutions of higher education with left-wing ideologies. One communist President of the country had, in fact, been a Principal of a Teacher Training College. Attempts made to educate girls were also regarded in some quarters as a means of destroying family and religious values. Literacy campaigns were also mistrusted and seen as a way of providing political and anti-religious indoctrination. Caution had, therefore, to be exercised, especially in rural areas and in communities where extremism prevailed, when providing help for educational development.

The Strategy

The strategy adopted had four main components. They were:-

1. The development of programmes designed to provide **basic education for all** and not school-aged children alone wherever possible. Since there was no single administration exercising control over educational policy in all parts of the country, efforts were concentrated on the establishment of self-reliant community-based organizations capable of determining their own educational priorities (e.g. literacy and numeracy instruction, day care services, skills training, primary schooling, etc), and of managing and supervising the services offered.

2. The procurement, transportation and distribution of essential **supplies and equipment** needed for the implementation of educational programmes. These included not only the materials needed for classroom instruction, but also those required for health education, skills training, food growing, leisure and sports activities, etc.

3. The publication of relevant **reading materials** needed for the promotion of education for all. This demanded the writing, illustration and printing of all types of reading matter for all members of society. This did not include school textbooks since no agreed curricula were in use and some of the items in some of the books for which requests for assistance in publication were made, were controversial.

4. The development of **distance learning** as a cost-effective means of reaching a majority of the population and with special consideration given to the learning needs of girls and women who had limited access to learning opportunities.

It should be noted that the demand for assistance for education came from both inside and outside the country where an estimated five million Afghan refugees were living in bordering states. A decision was, therefore, made by the United Nations to restrict assistance to those living inside Afghanistan, since it was felt that this would encourage the refugees to return to their homes. Any assistance for refugees outside the country in the field of education was, therefore, provided by the host governments and by agencies such as the UNHCR, UNICEF and NGOs but not by UNESCO.

CULTURAL PROGRAMMES IN AFGHANISTAN

Many countries have had long-standing commitments to the preservation of the cultural heritage of Afghanistan. The French Delegation Archéologique Francaise en Afghanistan (DAFA), has been associated with excavations in the country since the 1920s. Italy, Denmark, Japan, India and the United States are among other countries which have made important contributions to an understanding and appreciation of Afghanistan's rich culture. UNESCO sent the first advisers to the Kabul museum in 1957 and subsequent missions assisted in activities which included the preservation of historic monuments such as the city of Herat, the Minaret of Jam, the mosque in Mazar-i-Sharif and the Buddhas of Bamyan.

As a result there has been widespread international concern at the damage that was being done to these monuments as a result of hostilities and the use of landmines over a period of many years. Destruction is the inevitable consequence of a resort to the use of weapons and can only be avoided when there is mutual agreement on both sides in a conflict to protect sites of both national and international importance. Frequent requests were, therefore, made to UNESCO to take measures to protect the city of Herat which was wrongly described by many writers as being on the agency's World Heritage List. It is to be noted that although a request was submitted by the Afghan Government for its inclusion in 1982, the procedures for acceptance were never followed up by the Afghan authorities.

The constant pressure put on UNESCO by those concerned to preserve Afghanistan's cultural heritage could have little impact without a corresponding commitment on the part of the warring factions to do what they could to avoid damage and looting. Now with hindsight it might be considered that, well-meaning though these outside interventions were, they may have inadvertently contributed to the loss of some of the national treasures, since they drew attention to their market value. National initiative and involvement in any programmes for the preservation of monuments is an essential condition for success.

THE PROJECTS

Education

209/AFG/10: Education Projects Involving Female Participation - Women in Development (WID)

Budget allotment: US$150,000.

The sum of US$150,000 was allocated by UNOCHA, from the Nordic Fund for Women, for projects intended to improve the status of girls and women in Afghanistan and UNESCO was requested to assist in the identification and implementation of suitable programmes in collaboration with NGOs. The UNESCO Regional Office in Islamabad and experts working on educational rehabilitation in the south-east of Afghanistan (**209/AFG/20**) worked together in the execution of the programme. The funds were intended to assist specific programmes for women, procure learning materials for girls' schools, assist the production of the BBC/UNESCO radio soap opera 'New Home New Life' and supply materials for use in UNESCO's skills training project in carpet weaving and vegetable dye making (**209/AFG/76**). An estimated 100 girls' schools were expected to benefit from assistance from the funds in Kabul, Herat, Mazar-i-Sharif and Nangrahar. NGOs were requested to submit proposals for WID funding and, among those received, the following were approved:

Tailoring. The Voluntary Association for the Rehabilitation of Afghanistan. Farah Province.
(50 women from 5 villages, in the Gulistan district, i.e. ten women from each one, were trained at 5 training centres for a period of three months). 250 dresses and 500 quilts were made.

Tailoring and Embroidery Training. Shuda Organization, Quetta.
(80 women, many of them widows, received training in handicrafts and tailoring skills).

Weaving and Tailoring. Shuhada Organization, Ghazni Province.
(80 women received six months training at Sangimasha in the Jaghuri district - benefiting 3,000 families).

Tailoring and Embroidery for Women. Emergency and Relief Services for Afghans. Sewing machines were provided for women in the Gostah and Surkhrud districts of Nangrahar Province.

Ikat Dyers and Weavers. The Cultural and Relief Foundation for Afghanistan. Jowzjan Province.
(43 Turcomen and Uzbeks received skills training for six months in Korchangu in Aqcha district - benefiting 260 people).
It was not clear, however, from the documentation provided, whether this project was the same as, or a duplication of, the programme conducted under **209/AFG/75**.
A subsequent project in silk weaving and dyeing was started by the same NGO in December 1994 and completed in May 1995. An estimated 1590 persons were considered to have benefited from the programme
Training in silk turban weaving was also provided in Kabul for 145 trainees, including 45 widows. Literacy instruction was included in the training programme.

Training for Displaced Women in Pickle and Marmalade Making. The Afghan Social Development Organization, Peshawar.
(Training was provided for 500 women in the villages of Behsud, Khushgunbad, Saracha, Surkhrud and Darwanta in the Jalalabad area, in pickle and marmalade making).

Literacy Programme for Girls and Women. Shuhada Organization. Ghazni Province.
(150 girls and women from 3 villages in the Jaghuri, Qarabagh and Malistan districts received literacy and health education instruction over a period of twelve months).

Trainers Training of Village Health Workers. Bureau for Rural Rehabilitation, Kabul. (20 widows in Arghandi in the Paghman district of Kabul Province received training over a period of five months as village health workers and training manuals were prepared).

It is now generally accepted that projects designed specially for women should give priority to the kind of training which results in their greater involvement in economic activities and in decision-making with regard to social and economic development. Current thinking, therefore, gives lower priority to training in traditional domestic skills, such as sewing and cooking, since these tend both to stereotype women and to restrict their activities to those carried out in the home. It is also now questioned whether such training is even necessary since many women and girls may have already acquired domestic skills within their own households. Although it is claimed that some financial benefits accrued from the training provided, it is unlikely that they were significant enough to have an impact on overall social and economic development. These views do not seem to have been taken into account in the formulation and approval of these projects, the majority of which were related exclusively to domestic skills. Project **209/AFG/76**, on the other hand, produced considerable economic benefits and through its obligatory programme of instruction enabled the women trainees to make important decisions regarding their own education. Further information on appropriate projects for girls and women is to be found in such publications as: The Education of Girls and Women - Towards a Global Framework for Action, UNESCO, 1995 which was prepared for the United Nations Conference on Women, held in Beijing in September 1995.

There is little information available on the extent to which these projects were monitored and evaluated. Nor is it known to what extent literacy and numeracy instruction and health education were obligatory in the implementation of all the skills training projects (as was the case with project **209/AFG/76**, the carpet weaving and natural dye making project). There is no reference to the role played by the UNESCO staff in the WID funded projects in either of the Final Reports submitted by the UNESCO experts on the termination of their project (**209/AFG/20**). It would be of interest to review the impact of these projects in more detail.

209/AFG/11: Construction of Village Basic Education Centres and Repair of Damaged Schools

Budget allotment: US$285,000.

Since an estimated 2,000 school buildings in Afghanistan had been destroyed and many others had been damaged, along with books, educational materials and equipment, there was an urgent need for assistance in the rehabilitation of the education system. UNESCO, therefore, agreed to second the services of an Associate Expert, Mr A. Tonellotto, an educational buildings architect, from the Educational Facilities Service of the UNESCO Principal Office for Asia and the Pacific in Bangkok (PROAP), to UNOCA in Islamabad, for a period of three months, which was later extended to four, from January to May, 1990. He developed a programme for the construction of Village Basic Education Centres, in three provinces of Afghanistan, in collaboration with Afghan NGOs. These were designed to provide both formal and non-formal learning opportunities for all members of the community where they were established and were supplied with essential educational materials needed by both learners and teachers (see **209/AFG/12** and **209/AFG/14**).

The Village Basic Education Centres were constructed in different provinces with the assistance of Afghan NGOs as follows:-

1. The construction of 2 Village Basic Education Centres in Sha Qala and Guli Shel in the Said Abad district of Wardak Province. Afghan NGO: Engineering Services for Afghan Reconstruction. Representative: Eng. A. Manan Amiri.

2. The construction of 1 Village Basic Education Centre in Chamber-e-Qarah Angori in Jagori district of Ghazni Province. Afghan NGO: Khorasan Assistance Group. Representative: Eng. Mirza H. Abdullahi.

3. The construction of 2 Village Basic Education Centres in Juvine and Gulistan districts of Farah Province. Afghan NGO: Farah Reconstruction Foundation. Representative: Hajji A. Khalique.

Total: 5 Village Basic Education Centres.

Since landmines, outlawry and sporadic outbursts of fighting made travel within Afghanistan extremely difficult for foreign staff, considerable reliance was placed on Afghan NGOs to implement the construction programme effectively. Although UNESCO staff did travel frequently inside Afghanistan with UN groups, known as Salam Mobile Units (SMUs), no visits were ever possible to the places where the Village Basic Education Centres were actually built. Any evaluation of activities was dependent solely on the reports and photographs submitted by the Afghan NGOs. All reported that the construction work had been carried out as planned, although the Farah Reconstruction Foundation later reported that one Centre had been destroyed in flooding, although no confirmation was ever received that flooding had actually occurred in the area. If, and when, a stable administration is established within Afghanistan, efforts should be made to evaluate the extent to which the programme was implemented effectively by the NGOs concerned. The kits procured for the pupils and teachers in the schools were also handed over to the NGOs for transportation and distribution.

This initial project in the reconstruction of educational facilities laid the groundwork for the development of a much larger project (see **209/AFG/20**), which was subsequently implemented.

209/AFG/12: Provision of School Equipment and Supplies

Budget allotment: US$100,000.

With so many schools either destroyed or damaged in Afghanistan, there was an urgent need for basic supplies to enable those schools which had succeeded in remaining open to work effectively. In February 1990 supplies were ordered for Afghan schools, teachers and pupils from the UNICEF warehouse in Copenhagen, Denmark. These consisted of 900 kits for children (one kit per 15 children), 60 kits for teachers (one kit per three teachers) and 20 kits for schools. The lists were drawn up on the assumption that the average number of pupils in each class was 20. The kits were pre-packaged in Copenhagen and transported to Pakistan for delivery to schools inside Afghanistan. Some of the kits were destined for schools under the administration of the Ministry of Education in Kabul at that time, and others were intended for basic education centres set up with the assistance of UNESCO in the south-east of the country. Considerable difficulties were met in the implementation of the programme because of the need for adequate storage and transportation facilities in a country where both were lacking. In addition the kits had been pre-packaged in Copenhagen in such a way that they had to be unpacked and re-packed before they could be sent to individual schools. Delivery was made by a variety of means and with the assistance of other agencies, such as UNILOG and UNICEF, and included air and lorry transport. The lesson learnt was that it was essential for careful pre-planning of the procurement, delivery, storage and distribution of materials before such an exercise is begun and that a certain amount of training is necessary for those involved in its implementation.

Once the supplies had arrived there was considerable discussion regarding the advisability of procuring the kits from Denmark, when all the items were available in the local shops and markets in Pakistan and at a cheaper price. While there is some validity in this argument there are other factors which have to be taken into consideration if it is decided to make purchases locally. Certain administrative procedures have to be followed which require both time and the staff to carry them out. Tenders have to be offered and considered; the quality and durability of the materials have to be taken into account and supervision is needed to ensure that the items actually delivered correspond to those which were presented as samples. When there are warehouses and transport and there are government staff capable of assuming responsibility for such tasks then fewer difficulties are met; but when busy project staff with little experience of procuring, transporting and delivering supplies are

involved then problems may arise. An additional 5,000 children's kits were, however, supplied by means of local purchase consisting of stationery, satchels, notebooks, pencils, erasers, pencil sharpeners, ball pens, rulers, bars of soap, etc., and delivered to schools in south-east Afghanistan.

Under this project computers and a laser printer were also purchased for the radio soap opera (**209/AFG/20**) and dyes for the carpet weaving project (**209/AFG/76**).

209/AFG/13: Support for Teacher Training Activities

Budget Allotment: US$156,000.

A UNESCO consultant, Mr C.J.Allen, was sent to work with UNOCA at its main office in Islamabad in January 1989 and his services were funded from UNESCO's Regular Programme budget. His main task was to work out a strategy for an educational assistance programme for Afghanistan and to formulate appropriate projects. A consultant in teacher training, Mr A.Jones, carried out a survey of teacher training programmes established for Afghan teachers in Pakistan in September and October of 1989. In order to maintain a proper balance in the assistance provided, it was decided to send another consultant in basic education to Kabul, to help in the development of appropriate programmes for other parts of Afghanistan, particularly urban areas, which otherwise would be deprived of much needed advice and assistance. A consultant, Mr Abu Ali, carried out a mission to Kabul from September to December 1989, to survey educational needs and as a result an advisory post in basic education was created. Mr Abu Ali then took up this assignment in Kabul in April 1990 and remained there until January 1992.

An office was established for the expert in UN agency premises and during that time he maintained contact with the Ministry of Education and worked with teachers and administrators engaged in the rehabilitation of education services in the main towns of the country, including Herat and Mazar-i-Sharif. He also assisted in organizing primary education for girls, literacy courses for adults and training courses for school principals and teachers. A vehicle and office supplies were procured for use in the implementation of the project. On the expert's departure the vehicle was handed over to UNOCHA and was later stolen in Kabul.

It is to be noted that additional payments for the services of Mr Abu Ali were met from a number of other project budgets.

209/AFG/14: Production of Teaching/Learning Materials

Budget allotment: US$115,000.

An urgent requirement for the development of basic education for all is the production of appropriate reading materials. The printing and publication of books in Afghanistan was, in the past, almost exclusively controlled by the government and priority was given to the production of textbooks for use in the school system. There was little involvement of the private sector in publishing. Requests for assistance in the production of reading materials for education, therefore, tended to be limited to the publication of school textbooks. Considerable amounts of aid were granted for this purpose. USAID, for example, implemented programmes costing millions of dollars for the writing and printing of school books for use both inside and outside the country and so did The Swedish Committee. No common approach to formal education has existed for some years and in consequence textbooks have been prepared for no less than eight different school curricula. The quality of the materials produced differs widely from one set of books to another and in some instances the contents are such that it can be questioned whether they are suitable for use in teaching and learning. The risks taken by NGOs in writing and publishing school textbooks for widespread use were highlighted when the Taliban took Kabul in September 1996 and immediately banned the use of all NGO produced textbooks in schools.

There are other matters related to the provision of reading materials which must also be taken into account. Two main languages are used in Afghanistan - Dari and Pashto. Dari was traditionally the language of administration, although the majority of the population is Pashto speaking. But other languages are widely used, such as Turcoman and Uzbek, and efforts have been made to extend their use for educational purposes.

In view of the fact that no agreed curricula are in general use and that large amounts of aid were already being allocated by NGOs to the production of textbooks, it was decided that UNESCO would give emphasis instead to the production of reading materials needed for education for all and in the relevant languages. In this regard considerable help and advice was given by the late Mr Bruce Cahill, who was then head of what used to be The UNESCO Regional Office for Book Development in Asia and the Pacific in Islamabad. He helped to identify private publishers in Pakistan, competent to produce texts with coloured illustrations on good quality paper and with strong binding, which would promote an interest in reading.

The first texts to be published were the Dari and Pashto translations of the joint UNESCO/WHO/UNICEF book, 'Facts for Life', which is used throughout the world for health education. UNICEF in New York provided the art work for use in the book and the translations were made and supervised by Afghan writers and health specialists in both Pakistan and Kabul. This was a valuable exercise in highlighting the difficulties encountered when a book production programme is being developed. It proved difficult, for example, to obtain a consensus among the translators, with regard to what were considered to be correct translations of certain terms related to health and to decide whether academic or simple language should be used. Finally a halt had to be called to the frequent demands for textual revisions and 3,000 copies of the books were published in each language. They were used both in courses for health workers and in other basic education programmes such as the skills training given to weavers and dyers in project **209/AFG/76**. This enabled an accurate evaluation to be made of the effectiveness of the messages contained in the texts. The books were an immediate success and demands for them were such that more copies had to be printed. These included the changes found to be necessary after experience had been gained in using the texts. Although the books proved extremely popular and were used in a variety of educational programmes, it must also be recalled that when some illiterate looters found copies of the books in an office when Kabul fell in 1992 they burnt them. Their justification was that since they contained photographs of girls and women they could not be used since this was against the teaching of the Koran. This indicates the kind of problem that might be met when attempting to provide reading materials for all in a predominantly illiterate society.

Once this initial experience had been gained other supplementary reading materials were then published. The skills training courses for returned refugees in carpet and silk weaving and in dye-making, which were designed to promote social and economic development, had obligatory literacy and numeracy instruction as a part of their programme. It was, therefore, essential to provide relevant reading matter on the skills being taught. So readers, suitable for new literates, were specially written and illustrated for use in the projects **209/AFG/75** and **209/AFG/76**. Their titles were: Murad and Parwan Make a Carpet (1,000 copies in each language), The Silk Master (500 copies in each language) and Murad and Parwan Make Natural Dyes (still awaiting printing). They were written in two languages - Dari and Turcoman - and revisions were made to the texts after experience had been gained in using them. New editions were then printed. There are also English and French versions of some of the texts which would enable them to be translated for use in other countries as well.

The success of the radio soap opera New Home New Life, (**209/AFG/20**), also highlighted the need for various types of reading materials to reinforce learning and it was decided to print a coloured comic strip magazine on a monthly basis which related the events that had occurred in the family drama. The magazine also contained letters from listeners, reports from evaluators of the programme, items that could be used in literacy and numeracy classes and quotations from the Koran. The magazine was originally distributed free, but is now sold on a subscription basis as well and could become self-supporting in due course. Twenty issues have been published to date and there have been special issues for use with

(8) and building construction (11). These were written mainly by NGOs and some by project staff.

A more innovative approach to the development of basic education was adopted in the skills training programmes established in the fields of carpet and silk weaving and natural dye making. These courses, organized by Afghan NGOs, were intended to furnish returned refugees with income earning skills, to preserve the nation's cultural heritage and to provide obligatory literacy and numeracy instruction as well as health education. Almost 100 weavers and dyers were trained in a series of workshops in Mazar-i-Sharif and Herat and there were almost immediate benefits in guaranteed employment, improvements in health standards and a commitment to become literate and numerate. Two UNESCO consultants, qualified in carpet weaving and dye making as well as basic education, helped to develop the approach and made frequent short-term visits to the skills training workshops, to do follow-up work and reinforce the basic education component. A third consultant assisted in the workshop for ikat silk weavers. These regular missions proved essential for the success of the projects. One participant in the first course subsequently left the country and set up a commercially successful carpet-making workshop in a neighbouring Central Asian republic, which now employs 340 people including very many Afghans. It is reported that all the carpets produced there are sold even before the weavers have started to make them. The project's success was also due in part to the close collaboration between the sectors of culture and education in UNESCO and to the co-ordination maintained with other UN agencies, such as The World Food Programme, UNHCR and NGOs. The project also benefited from associated projects in the production of reading materials on the making of carpets and natural dyes and from distance learning programmes. Detailed information on the approach used was made widely known by means of lectures at international conferences, exhibitions of the carpets made, magazine articles, three to four hours of video film (as yet unedited) and slide sets.

The project has provided a model of how basic education programmes can be established for the benefit of the deprived and interest in the approach used has been shown far beyond Afghanistan.

The Procurement of Educational Supplies

Educational supplies were procured for use in schools both from the UNICEF warehouse in Copenhagen and by means of local purchase in Pakistan. There were 900 UNICEF kits for pupils, 60 for teachers and 20 for schools. The UNICEF kits had to be re-packed after delivery. 5,000 kits for pupils were bought in Pakistan. Problems were encountered in the storage, transportation and distribution of kits because of the difficult conditions which prevailed. Other UN agencies assisted in these tasks. Any future rehabilitation of the education system in Afghanistan will require the procurement and delivery of supplies, but they should not be restricted to items required for classroom use, but should also include equipment needed for skills training, health education, etc. There are arguments both for and against local and foreign purchase of materials and they will have to be carefully reviewed before decisions are made regarding purchase. The possibilities for producing school supplies within Afghanistan (e.g. by chalk making) should be explored.

Reading Materials

In the absence of any agreed curricula and the fact that many NGOs have assisted in the writing and publication of school textbooks, UNESCO concentrated instead on producing samples of reading materials required by a variety of learners who participate in programmes designed to extend education to all. Among the readers published were 'Facts for Life' in Dari and Pashto (3,000 copies each) a book prepared by UNESCO, WHO and UNICEF and used in health education programmes; 'Murad and Parwan Make a Carpet' in Dari and Turcoman (1,000 copies each); 'The Silk Master' in Dari and Turcoman (500 copies each). ' Murad and Parwan Make Natural Dyes' in Dari has not yet been published for lack of funds. A handbook on earth construction in building and another on conflict resolution, both in Dari, have also not yet been published. There are English versions of all the texts. The approach showed how private publishing can play an important role in the publication of educational materials and how good quality printing and colourful illustrations can encourage

the desire to read. Consideration must be given to the need for books in more than one language and to ensure that their content is relevant to the readers' interests and reading competence. The use of academic rather than simple language was avoided and delays caused by differences of opinion among translators were reduced to a minimum. Reading materials also include 20 issues of a comic strip magazine to reinforce the radio soap opera 'New Home, New Life', as well as charts and posters. The experience gained in the writing, translation, illustration and printing of books, for use in programmes designed to provide education for all, should be of value in the development of a national publishing policy, covering both the private and the public sector. The funds available were insufficient to meet the cost of printing all the books written. The success of the project is evident from the demand made for copies of the books and magazines published and from the growing readiness to pay for their purchase.

Distance Learning

Although some reservations were expressed initially regarding the use of radio broadcasts as a cost-effective means of extending education to all, UNESCO decided to pursue this approach. It demanded, however, a careful survey of the broadcasting facilities available, of listeners' interests and reception quality in different parts of the country. Sample programmes had to be tested to assess their suitability and relevance to listeners' needs and a regular evaluation of listener reaction had to be undertaken by a permanent team on the project staff and a foreign consultant. Consideration had to be given to the times of broadcasts to ensure that they were convenient for the listeners and programmes had to be recorded in more than one language. One international expert was recruited for the project by the BBC and a team of 140 Afghan actors, producers, script and administrators was trained. A consultative committee of Afghans, UN agency and NGO staff met regularly to work out story lines and to determine the educational messages that needed to be transmitted. More than 400 broadcasts each lasting fifteen minutes have been produced in each of the two languages - Dari and Pashto. There are three weekly programmes and broadcasts are repeated. Evaluation showed that 85 to 90 per cent of the Afghan population listened to the soap opera and that it was popular with all age groups and many benefited from the educational messages it disseminated. Outside interest in the approach resulted in a conference on Creative Radio for Development held in Birmingham, England, in May 1996 and a workshop in London on how peace-keeping themes could be incorporated into the broadcasts. The need for support materials was met by an associated project which helped to produce 20 issues of a monthly strip cartoon magazine on the topics dealt with in the radio drama. A team of five was engaged to work on the publication of the magazines. There was again close collaboration with other agencies in the execution of the project. Special consideration was given to the interests of girls and women listeners.

Programmes for Girls and Women

Special basic education programmes for an estimated 1068 women, conducted by NGOs, included training courses in mainly domestic skills such as tailoring, weaving and dyeing, embroidery, cooking, literacy and numeracy instruction and health education.

CULTURE

In the field of culture many countries have been involved in the preservation of the monuments in Afghanistan over a long period of time. Well-meaning international efforts to publicize the need to safeguard these treasures, may unwittingly have drawn attention to their market value and may have contributed to their looting and loss. Despite all the difficulties UNESCO has continued to do what it can to help to preserve these monuments.

Assistance for cultural projects continued to be given in areas where UNESCO had been involved for many years, viz. the Kabul Museum, Herat, The Minaret of Jam and Bamyan. But activities were restricted by the frequent fighting which occurred. The contents of the Kabul Museum were packed up and stored in the basement to protect them from attack; but efforts to guard them more securely were thwarted by a lack of funds. When a new government took over in 1992 many of the more valuable items were looted. Inventories

were made by UNESCO consultants of the collection of ivories and training courses for museum staff in conservation techniques were proposed. Regrettably the ivories were among the items stolen. A UNESCO consultant carried out a mission to the National Archives and proposed measures for their protection and it is again feared that many of the items in the collection have been destroyed. Missions were undertaken by UNESCO consultants to Bamyan, Herat and the Minaret of Jam and reports were submitted and recommendations made for their protection. But it is difficult for the necessary measures to be taken solely by UNESCO, without a corresponding commitment on the part of the Afghans themselves to preserve and protect their cultural heritage.

The two projects implemented by the sectors of culture and education in UNESCO, provided wage-earning skills training for returned refugees and included basic education courses as an integral part of the instruction they received. They learnt not only how to weave carpets and silk and to make natural dyes, but also how to read and write, become numerate and to learn about basic health care. The training was comprehensive, since through a study of old miniature paintings and tile designs they became familiar with their own country's cultural heritage and historical background; when learning about fermentation processes in dyeing they gained scientific knowledge; when collecting plants for dye making they became familiar with botanical terms and appreciated the need for protecting the environment by avoiding the use of chemical dyes. When they wished to export their carpets abroad they had to learn the techniques of marketing and the administrative procedures that had to be followed, as well as accountancy. The training produced immediate benefits in income earning capacity, improved health, greater self reliance and confidence and a wish to continue their studies. The programme also numbered girls and women among its beneficiaries.

The training courses were important not only for the collaboration between the sectors of education and culture in UNESCO, but also because of the involvement of other UN agencies and NGOs. The World Food Programme assisted by supplying food for work, UNHCR helped to set up workshops, WHO and Medecins du Monde helped with the health education programme, etc. An associated project provided the simple readers necessary for use in the courses of instruction.

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Project Findings
and
Recommendations

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AFGHANISTAN

UNESCO PROJECTS IN AFGHANISTAN IN EDUCATION AND CULTURE 1989-1996

Project Findings and Recommendations

Report prepared for the United Nations Office for the Coordination of Humanitarian Assistance to Afghanistan (UNOCHA) by the United Nations Educational, Scientific and Cultural Organization (UNESCO)

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EXECUTIVE SUMMARY

UNESCO was one of the first of the international agencies to respond to the appeal for assistance in the emergency programme for the rehabilitation of Afghanistan, which was launched in 1988 shortly before the Soviet troops withdrew from the country.

UNESCO has been closely associated with the development of educational services and the preservation of cultural monuments in Afghanistan since 1948 until the present day.

EDUCATION

While the major bilateral donors of funds (the USA and the USSR), helped to establish universities and technical and vocational training institutions in Afghanistan after the Second World War, UNESCO was more involved in the provision of basic and primary learning facilities, the establishment of teacher training colleges, non-formal programmes including literacy and numeracy instruction and the development of educational broadcasting services.

The strategy recommended for the rehabilitation of education in Afghanistan was to give priority to programmes which would promote overall human development and social and economic progress. This demands the provision of basic education for all and not only children. Special consideration needs to be given to deprived groups - women and girls, the disabled, widows, street children, minorities, etc. Since there is as yet no central authority in charge of education, programmes must be community based and drawn up in accordance with local learning priorities and needs. Traditional strategies will not be effective and innovative approaches are required.

The recommended strategy had four main components;

1. The development of local organizations responsible for basic education for all.

2. The procurement of supplies and equipment for learning purposes, including classroom instruction, health education, food growing, skills training, leisure and sports activities, etc.

3. The publication of a variety of reading materials needed to provide education for all, and which are, if possible, published by both the government and the private sector.

4. The development of distance learning as a cost-effective means of reaching large numbers of the population.

The Organization of Basic Education Services

It proved difficult to help to animate local communities in rural areas to organize their own educational services because of the many obstacles in the way of expatriate travel. Responsibility for the implementation of the primary school building programme, therefore, had to be entrusted to Afghan NGOs. The work was carried out mainly in the south-eastern provinces, which make up the more conservative part of the country. NGOs were also relied on to provide reports and photographic records of the work done which meant that on-the-spot evaluation by project staff was impossible. It was reported that 5 Village Basic Education Centres were built in the Farah, Ghazni and Wardak provinces, and 19 tent schools were established in the provinces of Ghazni, Kandahar, Paktika and Wardak - a total of 24 schools. One Village Basic Education Centre was subsequently reported as having been destroyed by floods in Farah province. The schools were supplied with 950 squatting desks and 21 room dividers. The total number of pupils enrolled was 2,751 of whom 2,439 were boys and 312 girls. Some repairs to damaged schools were carried out in Kabul, Herat and Mazar-i-Sharif. 460 building workers and 455 basic education instructors received training. Six expatriate staff were recruited for the project: 2 UNESCO advisers, 1 Associate Expert and 3 UN volunteers. They took part in 13 missions inside Afghanistan but none was to places where Village Basic Education Centres had been built. Nineteen simple readers for new literates were printed and distributed by the project on matters related to basic education